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Education Commission (Scotland.)

REPORT ON THE STATE

OF

EDUCATION IN THE HEBRIDES.

BY

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EDINBURGH, *May* 1866.

MY LORD DUKE, MY LORDS, AND GENTLEMEN,

THE following Report embodies the results of my observations and inquiries on the state of the schools and of education in the Hebrides. I was instructed to direct my attention to that district in the first place, as a specimen of the Highlands in general, on the ground, as I understand, that any peculiarity of circumstances distinguishing the Highlands, in an educational point of view, from the rest of Scotland, would be found to exist still more specially in the islands. I was instructed, at the same time, to extend my inquiries, so far as time permitted, into a portion of the mainland. I regret that the time at my disposal did not admit of any such extension of the survey. It included upwards of five months, including the whole of May, August, and September, the greater part of June and October, and a portion of December and January. To have accomplished within that time a personal visitation and examination of every school in so wide and inaccessible a district, would have been impossible, even had the scope of the inquiry been limited to such inspection alone. As it was, I personally visited, and where the school was in operation examined, 190 schools, out of a total of 226. Where circumstances made it impossible or inexpedient to visit the locality of a school, I obtained the requisite particulars regarding it through my clerk, or by post. I have thus obtained statistics, a summary of which will be found in the Appendix, regarding every school in the Hebrides, in the parishes wholly insular. In five islands, on the coast of Argyleshire, forming parts of parishes only partially insular, there are schools which are not included in these tables, but are otherwise referred to.

Extent and population of the district.

In order to bring more clearly to view the precise extent of the district thus taken as a specimen of the Highlands, it is proper to state that the total number of inhabited islands on the west of Scotland, excluding those in the Firth of Clyde, was in 1861, 106, containing a population of 80,587.[1] This enumeration included every rock on which there was a lighthouse, with, it may be, two or three inhabitants, and some islets inhabited only during a portion of the year. The number, of course, varies from time to time,—several of those at that date inhabited being now depopulated, and *vice*

[1] The population in all cases throughout this Report is taken from the census tables of 1861. But the above calculation, and the figures in the following table, are taken from the Appendix tables following the Registrar-General's Report on the Census, No. V., in which the populations of the individual islands are given, excluding 'shipping.'

versa.[1] Of these 106 inhabited islands, 36 contained a population of more than 100 souls, 11 a population of from 50 to 100, 19 of from 20 to 50, and 40 contained only from 2 to 17 inhabitants. The number of islands in which there were schools at the close of 1865 was 36, as shown in the subjoined table. Eleven islands, with populations of from above 50 to 127 had none, viz. Cannay (127), Tanera (98), Shona (96), St. Kilda (78), Danna (76), Rum (73), Scalpay (70), Ulva (70), Muck (58), Vallay (56), Martin (51). Adding to these the 19 islands of 20 to 50 inhabitants, this gives 31 islands, each presumably containing a few children, which are without educational provision, and containing, in 1861, 1521 inhabitants.

LIST OF ISLANDS HAVING SCHOOLS IN DECEMBER 1865 :—

Island.	Parish.	Pop. of Island in 1861.	No. of Schools.	Prop. of Schools to Pop. 1 to
Ballyshear, .	N. Uist, . . .	199	2	99
Barray, . .	Barray, . . .	1,591	4	347
Bealnahuaigh, .	Jura, ...	142	1	142
Benbecula, .	S. Uist, . . .	1,485	4	370
Berneray, . .	Uig (Lewis), . . .	453	1	453
Berneray, . .	Harris, . . .	315	3	101
Boreray, . .	N. Uist, . . .	156	1	156
Coll, ...	Coll, ...	779	1	779
Colonsay, . .	Colonsay, . . .	581	2	290
Easdale, . .	Kilbrandon and Kilchattan, .	449	1	449
Eigg, . . .	Small Isles, . . .	309	1	309
Eriskay, . .	S. Uist, . . .	396	1	396
Gigha, . . .	Gigha and Cara, . .	460	1	460
Grimsay, . .	N. Uist, . . .	305	1	305
Harris, . . .	Harris, . . .	3,120	12	208
Heisker, . .	N. Uist, . . .	127	1	127
Iona, . . .	Kilfinichen and Kilvickeon (Mull),	264	1	264
Islay, . . .	3 civil parishes and 3 *quoad sacra*,	10,332	25	413
Jura, . . .	Jura, ...	844	4	211
Kerrera, . .	Kilmore and Kilbride, . .	105	1	105
Lewis, . . .	4 civil parishes and 2 *quoad sacra*,	20,546	46	446
Lismore, . .	Lismore, . . .	853	4	213
Luing, . . .	Kilbrandon and Kilchattan, .	521	2	260
Mingalay, . .	Barray, . . .	139	1	139
Mull, . . .	3 civil parishes and 4 *quoad sacra*,	6,834	26	262
Raasay, . . .	Portree (Skye), . .	388	2	194
Ronay, . . .	Do. . . .	147	1	147
Scalpay, . .	Harris, . . .	388	1	388
Scarp, . . .	Do. . . .	151	2	75
Seil, ...	Kilbrandon and Kilchattan, .	724	2	362
Skye, . . .	7 civil parishes and 2 *quoad sacra*,	18,751	53	354
Soay, . . .	Bracadale (Skye), . .	129	1	129
Taransay, . .	Harris, . . .	55	1	55
Tiree, . . .	Tiree, . . .	3,201	8	401
N. Uist, . . .	N. Uist, . . .	3,034	10	303
S. Uist, . . .	S. Uist, . . .	3,406	8	425
		78,650	236	

[1] Dr. Walker, author of the 'Economic History of the Hebrides,' found 96 of them inhabited, between 1764 and 1771, while Mr. James Macdonald, in his 'View of the Agriculture of the Hebrides' (1811), states that he had only met with houses on 87 of them in 1803, and of these only 79 regularly peopled all the year round. This enumeration included also the islands in the Firth of Clyde.

Of these islands I visited twenty-three, bestowing my chief attention, of course, on the more important ones. I was not guided, however, in my estimate of the claims of a locality to attention by the mere amount of its population, and I thought it my duty to visit, where possible, even the most remote and inaccessible localities, as being, from that very cause, the least visited, and the most likely to suffer neglect. I therefore regretted extremely when circumstances made it impossible for me, without risk of long delay, to visit such lonely and unfrequented, but I am happy to say, not neglected spots, as Scarp and Ronay, Mingalay and Eriskay. Some of the Commissioners have had personal experience of the difficulties of travelling in the Hebrides. It may not be out of place to remind those less familiar with the subject, that the same physical obstructions which retard the social advancement of these islands present considerable difficulties in the way of exploring them, even to persons not luxuriously averse to fatigue and the buffeting of the elements. In the same space of time occupied in traversing them, probably twice as many schools could have been visited, and with considerably more personal comfort, in a country of railways and post-roads. As an illustration of this, I may mention that, in going from Eigg to Coll, a voyage of some thirty-five miles, we were twelve hours at sea, landing at four A.M., in a storm of wind and rain, after beating about for some hours in a dark night off that rocky shore. The voyage from Tiree to Barray had to be performed in an open smack, across a pretty wide bit of the Atlantic, beginning at noon and terminating about seven in the evening, after which there was a walk of four or five miles in the dark, and in a pour of rain, to the hospitable refuge of the manse. The ferry from Barray to South Uist, which, with a fair wind, may be crossed in less than an hour, took us five hours, against wind and tide, in a boat of rather frail constitution, with sails to match. By that delay we missed Eriskay, and could not afford it another day.

Travelling in the Hebrides.

These instances may suffice to illustrate the difficulties and delays incident to travelling in the Hebrides, and that in an exceptionally fine season. Even royal authority, though much respected in those parts, cannot command the elements or insure punctuality. In the principal islands, such as Skye, Lewis, Islay, etc., the high roads are generally excellent, and conveyances may be had to hire all round them. But even in these, there are still localities occupied by a considerable population, to which the only access is by tracks, on which, though riding is possible, walking is at once more expeditious and more comfortable. Thus in the district of Glendale, in the parish of Duirinish, Skye, there is a pretty good road as far as Hammer. Beyond this there lies over the hills a succession of glens, inhabited by several hundreds of people. In the central one, Ramasaig, is one of the schools of the Free Church Ladies' Association. I took a horse, thinking to save time, but found I had made a mistake. I had in fact to lead him nearly the whole way, and steer him cautiously among rocks and bogs for fear of breaking his legs. The district of 'the Glens,' six miles from the capital of Skye, is in a similar predicament. A considerable population inhabits it; but the track over the hills is too dangerous in some places to be ridden over without dismounting. But over that track the people of the

Internal communication in the islands.

Glens carry all their stores from Portree, and walk to church on Sundays. In Lewis, the high road round the island is generally very good, though deficient in bridges on the west of the island; several considerable streams being crossed by rough causeways. The same may be said, *a fortiori*, of the long road through the great Glen of Mull; and the stranger who attempts to visit Gribun in that island otherwise than by sea, and comes out of it in like manner, in the direction of Salen, is not likely to repeat the adventure.

Deficiency of inns and conveyances.

In many localities, again, there is a very inconvenient dearth of inns and conveyances. The traveller landing in South Uist from Barray, and desiring a conveyance northward, must order it from Lochmaddy, a distance of some fifty miles. Two other courses are open to him. He may walk; or he may wait a few days for a steamer calling at Lochboisdale on its way *south*, to drop him somewhere in Mull, as a means of getting round by the next steamer to Skye, and thence to Lochmaddy.[1] If he choose one or other of the two latter courses, he must not be fastidious in the matter of hotel accommodation. There are, in all these principal islands, inns of some kind or other. One considerable island, Tiree, has no inn at all. There is, I believe, a small lodging-house; but the lodger there can neither procure horse to hire, nor, if he be so disposed, comfort himself with the traditional Highland recipe for cold and wet.[2] He must, if he desire to be well accommodated, throw himself on the hospitality of the manse—nor will he do so in vain; and to the same friendly quarter he must be indebted for the means of progression otherwise than on his feet. I understand, however, that this deficiency in Tiree is soon to be supplied. The number of good inns in the Hebrides is altogether so small, that of what may be called well-conducted and equipped establishments, there are, on a liberal estimate, not more than half a dozen.

It need hardly be added that in a country so circumstanced there is still considerable room for the exercise of that cordial hospitality which has always distinguished the Highlands; and my recent experience of it makes it only becoming that I should here acknowledge how much of it I personally experienced. To the clergy of both the Established and the Free Church I must be permitted specially to express my kindly remembrance of their attentions. But if I were to specify all the classes of persons from whom I received courtesy and kindness, I should omit none at all, high or low.

Interest shown in the Commission.

With more special reference to the business in which I was engaged, I received everywhere assistance and information. To the resident proprietors and their factors, in every case where I had to do with them, my thanks are due in this respect. I may be excused for making special mention of Sir James Matheson and Mr. Ramsay of Kildalton, who, in their respective localities, gave me the most important facilities for accomplishing satisfactorily the work I had in hand. By the teachers of the various schools, without any exception, I was cordially received, and no difficulty was in any

[1] This sounds like a joke, but it has actually been done.

[2] 'The air is temperately cold and moist, and for a corrective the natives 'use a dose of trestarig or usquebaugh.'—Martin's Description of the Western Islands, *passim*.

instance put in the way of inspecting a school, unless it be worth while to mention a very few cases, where the nakedness of the land seemed to make it a little desirable that I should be satisfied without the testimony of my own eyes. There was generally evinced a hearty desire to promote the objects of the inquiry. Among those specially interested in these there appeared to be an earnest expectation that the labours of the Commission would result in a general measure for the improvement of the schools; all the more that the suspense of the public mind on the subject tends to paralyse effort, at least when any excuse is required for delay.

Mode of inquiry and sources of information.

I do not think it necessary to enter into details as to the mode in which I conducted my inquiry, further than to say, that I endeavoured to carry out my instructions, by collecting evidence 'from 'every reliable source, including the clergy of the various denomina- 'tions, intelligent laymen and schoolmasters, working men and 'women, and the parents of the children who attend the various schools 'of the district;' by visiting 'a sufficient number of the schools, to 'supply the Commissioners with the means of judging of their effi- 'ciency;' and lastly, by the collection of statistics, both as to the condition of the schools, and the educational state of the adult population.

Statistics of schools.

Of these three branches, if I may so call them, of the work, the second occupied, as may be supposed, by far the greatest portion of the time. But it was also undoubtedly the most important. The statistical information tabulated from the schedules supplied to the schoolmasters is of much value and interest. This part of the work was attended with very considerable trouble, trouble extending down to a very recent date; and if, as is quite certain, some errors have found their way into the sheets, it is not for want of care in their preparation. The schedules having been framed on the model of the English ones, and so as to suit schools of every description, put some questions in a form slightly calculated to embarrass unsophisticated schoolmasters in the remote Hebrides. Thus it was somewhat surprising to the sole representative of scholastic interests in some lonely island to be asked, 'How 'many paid masters and assistant-masters are employed in each 'week-day school?' and perhaps still more so, when the question was repeated with regard to 'paid mistresses and assistant-mistresses.' Even after the matter had been orally explained when the schedule was delivered, these questions were often left unanswered. The question again, 'Have the school fees been raised?' must sometimes have seemed cruelly ironical to men receiving incomes of £20 a year and *no fees;* and though the questions following might appear to leave no doubt as to the meaning, the answer was too often of this kind: 'There is great difficulty in raising the fees, the parents 'being very poor.' It is difficult for any one not experienced in such matters to imagine the difficulty of getting forms of this or any kind correctly filled up, even by men above the average in intelligence, unless they be made so simple and unambiguous as to require no explanation. But many even of the plainest questions were sometimes entirely ignored, while others were answered in a manner somewhat confounding. Thus to the question, 'State 'number of scholars who attended school during 176 whole days in

Difficulties attending this part of the work.

'*each* of the years 1861, 1862, 1863, 1864,' I have had several instances of an answer like this, '6740, 6510, 6890, 6945;' a summation, apparently, of days, and not of scholars. One school, in a population of 100, gives the still more astonishing figure of 78,608.

It may seem ungracious to comment on such small matters, but the trouble occasioned by the imperfections and omissions in the filling of these schedules, even after all pains had been taken to make clear the meaning of the questions, has really contributed very materially to retard the preparation of this Report. For it has to be remembered that postal communication with the remoter Hebrides is still, notwithstanding steam and the Messrs. Hutcheson, a very serious affair. 'Return of post' from Barray or Tiree means something different from the same phrase on the mainland, and may in stormy seasons represent a period of weeks, and not of days. It is no exaggeration to say that an answer by return of post to a simultaneous inquiry addressed to Bombay and Barray, in the month of December, might be expected to arrive as soon from the eastern as from the western portion of her Majesty's dominions.

Statistics of adult education.

With regard to the statistics of reading and writing among the adult population, there were great obstacles to the collection of them on a complete and elaborate scale, and, except in three cases, I did not make the attempt in the larger islands. In most of the islands I was satisfied with such statistics from one or more specimen districts, and very well pleased when I got them at all, the labour of collecting them being entirely gratuitous. For the labour so expended by many teachers and others, especially in Skye, Islay, and Lewis, my best thanks are due. The two former and Tiree are the islands above referred to. In Islay especially, through the obliging zeal of a number of gentlemen interested in the matter, these statistics were collected so completely and accurately as to afford nearly a perfect census of the whole population.

Present Report confined to the Hebrides.

How far to be held applicable to the rest of the Highlands.

The present Report then, as already stated, is entirely confined to the Hebrides, and the conclusions it embodies must be regarded as primarily applicable only to that special portion of the Highlands. That they may be held as generally applicable to the greater portion of the northern and western coast of Scotland, may, I believe, be with perfect safety assumed. But I do not consider myself warranted in putting forward anything in the way of evidence regarding localities of which I have not by personal visitation or correspondence ascertained the circumstances. I may state, however, that it would probably be a mistake to apply the conclusions resulting from a survey of the island schools and education to the whole Highlands. Even restricting that term to the districts where the Gaelic language is still the vernacular, it would embrace an area extending to nearly a half of Scotland, and a population of at least 300,000.[1] That calculation embraces nearly the whole of the great counties of Argyle, Inverness, Ross-shire, and

[1] I have been favoured by Dr. Mackintosh Mackay with an estimate, of course only approximate, of the population, calculated from the census of 1861, and Oliver and Boyd's Almanac, that may warrantably be regarded as Gaelic-speaking. The estimate includes 135 parishes, with a total population of 300,876. A list of these will be found in the Appendix, with an explanatory note.

Sutherland, with portions, more or less considerable, of the counties of Perth, Bute and Arran, Caithness, Nairn, and Elgin. So wide and diversified an area manifestly cannot be regarded as either in physical or social condition homogeneous. There are parishes in Kintyre, in Bute, in Easter Ross, in the neighbourhood of Inverness, and in parts of Perthshire, as different in aspect, soil, resources, social condition, from the parishes of Barvas, or Duirinish, or Ardnamurchan, as are any parishes in Fifeshire or the Lothians, and probably much more nearly comparable to the latter than numerous districts in counties so purely Lowland as Lanarkshire. In some of these truly Highland localities, agriculture is as advanced as in any part of Scotland, and the condition of the population is correspondingly good. Destitution is as unknown in them as in the Carse of Gowrie, the dwellings of the peasantry are well-built and comfortable, labour is constant, and access to the rest of the world is easy. Such districts there are in the Highlands, where Gaelic is still preached and spoken, and all that is characteristic of the Highlander, as distinguished from the Lowlander, exists as truly as in the wildest recess of the Hebrides. In speaking, therefore, of the Highlands, or considering the whole territory properly included under that term, from a social or educational point of view, it must be clearly borne in mind that there are great diversities of condition between different portions of the district so named, and that any general conclusions are legitimately applicable only to the portions yielding the data on which they are founded.

Differences of condition in various parts of the Highlands.

With regard to the Hebrides, then, it may be said, with very small exception, that they are in this respect homogeneous, and that any one may almost be taken as typical of the rest. There are, of course, degrees, but, generally speaking, I believe that, in considering these islands as a portion of the kingdom eminently in need of legislative assistance in the matter of education, they may be looked upon as, in technical phrase, a *unum quid*. Islay is nearly six times as productive as Lewis,[1] and the conditions of life in parts of that island, and such islands as Tiree and Colonsay, are probably, among a majority of the population, twice as good as in Harris. But still, with allowances for such degrees, the general similarity among these islands in the physical conditions of soil and climate, in the aspect, speech, habits of life and thought, wants and capabilities of the inhabitants, is such that they may fairly be looked upon as members of one family.

Hebrides to be regarded as generally homogeneous in condition.

In respect of those special physical circumstances which hinder the progress of education, the whole of the parishes on the northern and western coast, from the borders of Caithness to the Isthmus of Tarbet in Argyleshire, may fairly be said to be *in pari casu* with the islands, except in the single advantage of being on the mainland. Some of them are even more inaccessible in parts, and their population more disadvantageously situated, as respects nearness to church and school, than in some of the islands. It is enough to say that

Parts of mainland Highlands even more disadvantageously situated in regard to schools.

1 The area of Islay is 140,000 acres; of Lewis, 417,500. But the assessed rental of the one, by the last Parliamentary return (March 1865), including lands in possession of proprietors, was £24,591; of the other, £12,670.

several of them are sixty miles in length, with a breadth varying from ten to thirty miles. Of such are Kilmallie and Kilmonivaig, in Inverness-shire, and Glenorchy and Lismore, in Argyleshire. They are all alike traversed by lofty mountains, and intersected by long arms of the sea.

The Hebrides still to a large extent a *terra incognita.*

It seems hardly necessary at this time of day to enter into any description of the Hebrides and their population. And yet, so few people go beyond the mere tourist points of view, that I hope it will not be considered impertinence if I take for granted that I am writing about a district which is comparatively unknown. It would not, perhaps, be far wide of the truth to say that the whole natural history and condition of these islands, with the exception of a few of the more picturesque and fashionable spots, is still as little known to the majority of the British nation as is the geography of Polynesia—perhaps even less so.[1] I don't think it would be a great mistake to say that the views of most persons in the southern parts of the kingdom regarding them, vary between total ignorance as to any peculiarity in the condition of the inhabitants, and an exaggerated estimate of the points of distinction. Some people are to be met who never have imagined it possible that there should be people belonging to Scotland, and very good and loyal subjects of the Queen, living in houses without windows or chimneys, and sharing their lodgings with the beasts of the field. Some continue to believe that all Highlanders wear kilts, red hair, and dirks, and are always speaking of 'Her Nainsel.' Others, of a more severe and statistical turn of mind, seem to think that a people among whom there is so much poverty and slovenliness must be little better than Hottentots, and, on the whole, rather a superfluity on the face of the earth, which it were well to be rid of, were it possible, in the least cruel manner. Others, again, of a more soft or imaginative cast, seem still disposed to believe that all Highlanders, as such, are noble creatures, that they need but kindly encouragement to develop the perfection of rural wellbeing, and convert their romantic home into the primitive paradise which it was in the 'good old times,' when everybody had plenty of everything needful, not excepting what belonged to his neighbour.

Various views regarding the population.

A short sketch of the geographical position and relations of the Hebrides may therefore not be altogether useless at the outset. Some notes on the state and circumstances of the inhabitants will be afterwards given in the course of the Report. To persons well acquainted with the subject they will necessarily present nothing new. But the number of these out of the Hebrides themselves cannot be reckoned large, and if the remarks so made shall assist in giving a more correct and general impression of the educational necessities of these localities, they cannot be considered superfluous.

[1] Dr. Anderson, in presenting a Report on the Fisheries in 1784 to the Lords of the Treasury, said the people of Great Britain were nearly as well acquainted with the state of Japan as they were with the Highlands. The Highlands generally are better known now; but of a good part of the Hebrides much the same may be said still. Just the other day, a learned friend asked me if the most of the inhabitants were not Roman Catholics?

Putting out of account a few islands on the coasts of Sutherland and Ross-shire, the Hebrides consist of two great groups, known as the Inner and the Outer Hebrides. The former consists of several separate groups and detached islands. The first includes Skye and its neighbouring isles, of which Raasay and Ronay are the chief. Rum, Eigg, Cannay, and Muck, composing the parish of Small Isles, form a separate group. Next comes Mull, with the neighbouring isles of Iona, Ulva, Gometra, Inch Kenneth, etc. Coll and Tiree lie apart, considerably to the west of Mull, as do Lismore and Kerrera on the east, and near the coast of Lorn. Scarba, Easdale, and the other slate islands, Seil, Luing, Shona, etc., form a group further to the south. Islay and Jura, Colonsay and Oronsay, form another and more important group to the south-west; while Gigha and Cara lie close to the northern coast of Kintyre. The Inner Hebrides.

The group of the Outer Hebrides comprises the whole of the great chain of islands beginning with Lewis and ending with Barray, commonly called the Long Island, and extending about 130 miles, from the Butt of Lewis in the north to Barray Head in the south. The principal members of this group, besides the two mentioned, are Harris (which, though joined to Lewis, is always reckoned as a separate island, both from its being in a separate county, and from the marked difference in physical characteristics), Berneray, Boreray, North Uist, Benbecula, and South Uist. Several large islands off the Harris coast are included in the parish of that name, as is the most remote of all, St. Kilda. The nearest land to St. Kilda is not, however, Harris, as some guide-books tell, but North Uist, from which the distance is about forty miles; from the nearest point of Harris it is about fifty-five. The Outer Hebrides.

Of the islands above enumerated, Lewis, the largest, is in the county of Ross; the rest of the Long Island, Harris included, Skye and its pendicles, and Eigg, form part of Inverness-shire; while all the islands south of that, together with Cannay, Rum, and Muck, are in the county of Argyle. Hebrides connected with three counties.

It will be apparent that, in respect of communication with the mainland, the Outer Hebrides are at a great disadvantage as compared with the Inner. Skye is separated from the mainland by a strait only a mile in breadth at the chief ferry, Kyleakin, and enjoyed, during last summer, the advantage of a daily post. Letters posted at Portree in the morning were delivered in Edinburgh next day. Steamers ply to all the principal ports on the east side of the island regularly twice a week in summer, and once a week in winter. Other steamers go by the west side, calling, on their way up and down, on the west of Mull, at Iona, and the other outlying islands. The construction of the proposed railway from Dingwall to Kyleakin will, of course, immensely increase the facilities of communication with this island, and make it possible to travel in a day from Skye to Edinburgh or Glasgow. The Oban railway will further increase these facilities, and in a still more important degree for the Southern and Outer Hebrides. Communication with the mainland. Skye.

Mull, though not so far north, is not so conveniently related to the mainland. The sound between Aros and the mainland is of Mull.

moderate breadth, but the inaccessibility of the neighbouring coast of Morvern renders this of little value for purposes of speedy communication. The regular ferry between Mull and the mainland, by which letters not carried by the steamers are conveyed, is at a point a little to the south of Duart castle. Thence to the island of Kerrera is a distance of four and a half miles, and from Kerrera there is another short ferry to the mainland near Oban. All the steamers going northward touch at various points in Mull, so that in summer there is one steamer at least thrice a week calling at some of the principal stations.

Islay. Islay is separated by a channel of considerable breadth from the mainland, but regular steam communication twice a week with Glasgow at all seasons makes up for this disadvantage. The same steamer also plies regularly to and from Port-Rush in Ireland.

Jura. Port-Askaig, one of the regular calling-points of the steamer, is on the Islay side of the narrow but sometimes impassable sound that separates that island from Jura. The ferry from Lagg in Jura to the mainland is about five miles in breadth, and can only be crossed in favourable weather.

Colonsay, Coll, and Tiree. Colonsay communicates with the world by a weekly packet-boat to Port-Askaig, the distance being about fifteen miles. Coll and Tiree in like manner have a packet running twice a week to Tobermory in Mull, a distance of some forty miles from Tiree, and a very open passage. Steamers call at Coll and Tiree weekly in summer.

Lewis. Between Lewis and the mainland the communication is regular by steamer to and from Stornoway, twice a week in summer, and weekly in winter. The passage from Stornoway to Portree occupies about five hours in good weather. A packet also runs from Stornoway to Poolewe on the Ross-shire mainland, a long and open passage of thirty-five or forty miles.

Harris. Harris receives its letters by Stornoway, a distance of thirty-six miles to Tarbert, which again is upwards of twenty miles from Obe, at the southern end of the island. The latter is the ferrying point to North Uist, a distance of nine miles. Steamers call at Harris weekly in summer and fortnightly in winter.

North and South Uist. North Uist communicates with Scotland through Skye, by a packet running every alternate day between Lochmaddy and Dunvegan, a distance of twenty-four miles. This communication is, of course, much interrupted in stormy weather. Steamers also call at Lochmaddy weekly in summer and fortnightly in winter. From North Uist the post is conveyed to Benbecula and South Uist, the distance from Lochmaddy to the extreme point of South Uist opposite Barray being upwards of fifty miles. Steamers call at rarer intervals at various points in Benbecula, South Uist, and Barray.

Benbecula. Benbecula, which lies between North and South Uist, may be reached at low water over the sands, and the tides at 'the fords' are as much a matter of attention for the traveller as the hours of railway trains. The north ford is particularly dangerous if not taken in time.

Barray. Barray, the southernmost part of the Long Island group, is the

most disadvantageously situated of all in respect of communication. Letters going there may first have to wait for some time at Dunvegan, and after passing through from Lochmaddy to the extremity of South Uist, they may rest for an indefinite period at Pollachar ferry, till it seem safe for the native Charon to venture across the channel that separates Barray from the rest of the world. With the exception, in fact, of St. Kilda and Skerryvore, no other inhabited islands on the west of Scotland are so difficult of access as those of the Barray group, of which four, Barray, Watersay, Mingalay, and Berneray, are inhabited.

So much as to the means of access to and from these islands. The above facts will sufficiently suggest at how dreadful a disadvantage the more remote of them stand in respect of that which must be recognised as one of the chief of civilizing agencies, freedom and regularity of communication with mankind and society at large.[1]

Coming now to speak of the islands in detail, I shall begin at the north with the largest and most populous of them all—

Lewis.

Lewis.

Physical characteristics and population.

This island is about the same size as the county of Roxburgh, being about forty miles in length and thirty in extreme breadth, narrowing gradually towards the north. It is to a large extent in the interior a wilderness of peat moss. The population is almost entirely confined to the cultivated belt which surrounds the coast, and is in some places very dense. Its rapid development is shown by the fact of its increase from 19,695 in 1851, to 21,056 in 1861, notwithstanding the emigration in the interval of 1772 persons,[2] showing an increase of 3136 souls in ten years. The population of the town and suburbs of Stornoway in 1861 was 4214. The rest are, for the most part, congregated in villages or townships along the coast, of which there are about 100, with an average population of 1680 to each. The sole proprietor is Sir James Matheson, Bart., whose exertions for improvement in the island have been, except in his own immediate neighbourhood, attended hitherto with but partial success. The rents are apparently moderate,[3] and

[1] How this inaccessibility operates in other respects disadvantageously may be easily imagined. It interferes with the discharge of every public duty, some of which can only be performed at great expense and with much loss of time, if at all. Attendance at meetings of Parochial Boards, Courts of Justice, Presbyteries, Synods, Parliamentary elections, imposes a heavy tax on those whom duty compels. The exercise of the franchise in particular entails no trifling outlay; *e.g.*, Broadford in the south-east of Skye is still the polling-place, not only for that island, but for the whole of the Long Island connected with Inverness-shire. It is mentioned in the Old Statistical Account that the minister of Harris having gone at one time in the discharge of his duty to Pabbay, one of the outlying islands in his parish, was detained there by the weather for seven weeks.

[2] Chiefly to Canada, and at the proprietor's expense.

[3] Of 2565 tenants in the island in 1865, 718 paid under £2, 1677 from £2 to £5, 109 from £5 to £10, 17 from £10 to £20, 14 from £20 to £50, 16 from £50 to £100, and 14, £100 and upward. The number of cottars is probably not much less.

The amount of assessment for the poor in 1864-5 was £1904, of which £1435 were expended on the relief of 711 persons. The number of registered poor and their dependants was 574, of whom 366 were in the parish of Stornoway.

Lewis.

Dwellings of the people.

yet the condition of the great majority of the people is very straitened, and their dwellings for the most part are of a kind that would excite astonishment in those accustomed only to slated houses. In the immediate neighbourhood of Stornoway they are of better aspect,[1] a number of tidy new cottages having been built by the proprietor; but in other parts of the island their general appearance may be described as that of ill developed hybrids between the hay and the peat-stack. In fact, the peat-stacks, which generally line the space in front of them, are of much more symmetrical architecture than the houses. The practice of housing the cattle under the same roof with the human family still prevails to a very large extent. Attempts have been made by Sir James to encourage the rearing of partition walls between the two divisions of the establishment, and prizes have been offered for the best kept dwellings. These benevolent efforts have, however, had little effect as yet, the immovable attachment to old ways, simply as such, making the people prefer the mode of life practised by their fathers to anything different, however obviously better. In no part of the Hebrides, indeed, has there been so little improvement on old habits. Even the St. Kilda people have given up some of their inveterate customs, and consent to live less like *ferœ naturœ* than of old; while the Lewis people, for the most part, tenaciously adhere to the rude *ménage* of their ancestors. The description of their houses, given in the Old Statistical Account seventy years ago, requires no modification yet. The uncouthness of the outside is generally in faithful correspondence with the state of the interior. Windows in the wall are a rare extravagance. Usually there is just a single pane in the lower part of the roof, dimly revealing the otherwise conspicuous absence of furniture.[2] The entrance is generally through a rude porch, of aspect like a small cave in a hillside of trap, the walls being of dry-stone, sometimes mixed with turf. Beyond this one descends—supposing the season to be summer or autumn; in spring, before the contents are emptied, it is an *ascent*—into the apartment of the cows. Cautiously picking his steps, the explorer turns to the right, and through the gloom advances to where the peat-fire, burning in the centre of the floor, reveals the residence of the human inhabitants, and sends the circling eddies of blue smoke up to the straw roof, through which it makes its way 'at its own sweet will,' without the aid of a chimney.[3] For, strange to say, the chief end of a house in Lewis,

Indisposition to improvement.

[1] In the parish of Lochs, also, there is a little more neatness of structure observable, but I cannot speak of the interiors. The above description is of course not universally applicable, but to a majority of the Lewis houses I believe it is; otherwise I should be sorry to give it as the general type.

[2] Visiting one of these dwellings with a friend who knew the occupants, the old woman who did the honours of the house at the time accommodated us with stools, humble apologizing for the absence of 'the chair.' My friend inquired what had become of it, whereupon the venerable woman gave a full and true account of how it had been lent to a neighbour on the occasion of a call from the minister, and had progressed from house to house for the same purpose, and not yet returned. In reference to this subject it is right to bear in mind the almost total want of native timber.

[3] 'These houses, after a smart shower, look like so many salt-pans or breweries 'in operation.'—New Statistical Account, 'Stornoway,' by Rev. J. Cameron.

Lewis.

is not to keep out the elements, but to produce manure for the potatoes, from the floor beneath the cattle and the sooty thatch above, which is regularly lifted off once a year. Yet within these murky receptacles live many brave and stalwart, and sometimes most exemplary men. There are, probably, no better or bolder boatmen on the British coasts than the fishermen of Lewis, especially of Ness and Uig. On any sea where a boat can live—and the seas there must be seen to be judged of—they will venture out in open boats, however the wind blow, far out of sight of land. Their hardihood is often rewarded by takes of ling such as are rarely to be got anywhere else.[1] In the two parishes above named and Lochs, a great proportion of the able-bodied males are thus engaged during winter and spring, going to the Caithness fishery in summer, and returning home in time to take part in the harvest. There is also a good deal of lobster fishing. The only other important sources of employment in the island, besides, of course, the occupations connected with agriculture, are the improvements going on in the neighbourhood of the Castle and elsewhere, which give constant occupation to a considerable number of people, and the temporary, but remunerative occupation afforded in Stornoway during the herring fishery in summer.[2] A good many people are also employed in connexion with the works erected by the proprietor for the extraction of oil, etc., from peat. There is none of that regular yearly migration for work to the Lowlands which prevails in some of the other islands.

Lewis fishermen.

Other occupations of inhabitants.

Ecclesiastically, nearly the whole population is connected with the Free Church,[3] the adherents of the Established Church being chiefly confined to Stornoway. Besides the four civil parishes of Barvas, Lochs, Stornoway, and Uig, there are the *quoad sacra* parishes of Knock and Ness—the former a part of Stornoway, the latter of Barvas. There are also Free Churches in the districts of Back and Carloway. There are thus in the island six clergymen of the Established Church and eight of the Free Church. There is also a United Presbyterian congregation in Stornoway, and an Episcopal chapel; but there is no resident clergyman of the latter persuasion.

Ecclesiastical provision.

Coming now to the educational state of the inhabitants, it appears that a considerable number of adults, though still only a proportion, are able to read the Scriptures in their mother tongue. But the number able to read English is exceedingly small, and the number that can write still less; so small indeed as to indicate that all

State of education among the adults.

[1] The average take of a good crew in this district, in a good season, is about 4200 fish, in Uig 3000, in Lochs 600 to 800, in Stornoway 300 to 400. The amount of cod and ling exported from the island in 1865 was about 650 tons. The number of fish that goes to the ton averages 600 of cod, and from 425 to 540 of ling.

[2] The Stornoway fishery is now the next in importance to that of Wick. The last Report of the Fishery Board shows that the number of boats engaged in the herring fishery at Stornoway during a selected week of 1864 was 680; number of fishermen and boys, 3287; and of other persons, 1992. The number of boats decked and undecked, employed in the 'Stornoway district' in the year in herring, cod, and ling fishery was 772; tonnage, 5204; fishermen and boys, 3221; all others, 3410; value of boats, nets, and lines, £35,018.

[3] Nominally at least. There are large numbers, I believe, who very seldom go to church. But that remark is not peculiar to this island.

Lewis. Examples: the educational power put forth, up to a comparatively recent period, has, with the exception of the agency of the Gaelic schools, been of very trifling effect, and most specially and painfully so in respect to the female sex. Thus, in the Parliamentary parish of Knock. Knock, part of the civil parish of Stornoway, out of 2159 inhabitants, while 403 men and 463 women can read Gaelic, only 208 men and 46 women can read English; and of that large population only Back. 170 men and 26 women can write.[1] In the district of Back, also in the parish of Stornoway, and the centre of a Free Church congregation, the population is now estimated at 2017. With regard to them, it is said that, 'the great majority of the adults can read 'Gaelic;'[2] but it further appears that of that number only 111 men and 13 women can read English; while only 75 men and 4 women can write—out of a population of above 2000!

Borve. In the district of Borve, in the parish of Barvas, the site of the parish school, only one woman can read English and write, in a population of 304; twenty-two men in the district read English 'with difficulty,' and 'seventeen can sign their names.'[3]

In the district of Shadir, in the same parish, the population is 507. Of these, eleven males above sixteen years of age can read English and sign their names, but not one woman in the district can do either; while the number that can read Gaelic is only 74 men and 88 women.

Carloway. Taking, as a last specimen, the registration district of Carloway, made up of parts of the parishes of Lochs and Uig, and constituting a Free Church parish, the population in 1861 was 2204, viz., 1038 males and 1166 females. Of that population, there were, according to the census tables, 645 males and 731 females above the age of fifteen. According to the estimate supplied to me, the number of each sex above that age, able to read and write, was as follows:—

	Able to Read		Total able to Read.	Total able to Write.
	English.	Gaelic.		
Males, ...	170	386	556	174
Female, ...	34	422	456	18
Total of both Sexes,	204	808	1012	192

This estimate is of course a liberal one, for two reasons—(1.) because the population has increased since 1861; and (2.) because of those reckoned as 'able to read,' in this as in all the examples given, it is safe to say that one half read with great difficulty, and

[1] For these figures I am indebted to the Rev. D. Murray, Free Church minister of the parish, who took much pains to secure their accuracy. The estimate includes all persons above the age of sixteen, and not in school.

[2] My informant here is the Rev. D. M'Master, Free Church minister of the district, who adds, that he does not know one head of a family that can read English. (See Appendix, p. 141.)

[3] These statistics, and those following, were furnished by the schoolmasters.

of those 'able to write,' the extent of the ability in most cases does not go beyond ability to sign their names. But taking the calculation as it stands, it would show that 364 persons out of 1376, or 26·5 per cent., had never learned to read at all, even in their own language, and that 1184, or 86 per cent., had never learned to write; or at least that if they did professedly learn, they did not do so to any effect. Lewis.

But no calculation of percentages is necessary to illustrate the subject. The single fact that in three populations of above 2000 souls each, there are respectively only twenty-six, four, and eighteen women able to write their own names, or a total of forty-eight in a population exceeding 6000, sufficiently reveals a state of matters in reference to mental culture, corresponding too painfully to the rudeness and poverty of physical circumstances already described.[1]

These specimens, therefore, may suffice, and they are not to be regarded as exceptional. A table will be found in the Appendix (p. 193) giving the results of the collection of these statistics, so far as made in the whole island.

A glance at the past shows, however, that this state of matters, though lamentable, is still an advance on former times. It also throws light on the cause of the existing ignorance; and the contrast between the past and the present in respect of the means of education suggests the hope of an even greater contrast to be developed in the next generation, in respect of results. It appears, then, from the Old Statistical Account of Scotland, that in the year 1797 there were in the whole island of Lewis, to a population of about 8500, scattered much as at present round the coast, only seven schools. In the parish of Stornoway there were just two, both in the town,—the parish school, which was considered to be 'well frequented' with 40 scholars, and a Christian Knowledge Society school, said to Former condition of education. Only seven schools in 1797.

[1] It may be argued that these women have little use for the art of writing, even if they possessed it, and that the want of it is therefore no great loss to them. It certainly is not much called for in their present sphere of life, but that is one of the very causes that conduce to make them unwilling to change that sphere of life for a better, in which the power of reading English and writing would be felt to be more important. But even now there are few of them who have not some little account with a shopkeeper, in regard to which they must of course trust to their memories, and their power of calculation on their fingers. There are few of them also who have not, during an anxious period of the year, husbands or sons or brothers at a distance, with whom they can communicate but very stiffly through the medium of an amanuensis. As illustrative of the general style of such correspondence, I shall copy a portion of a letter from a fisherman to his wife, which may be taken as a fair specimen of their average character. The spelling is rather above the average. Punctuation, as in ancient MSS., is disregarded: '*Wick, August* 19, 1865.—DEAR WIFE,—I took this oppor-
'tunity of writing you these few Lines to you to tell you we are all in good heals
'and I am very glad to hear that you are all in good health and all the Crew and
'the Lad is in good health and all the friends and tell me are you getting fish
'and tell me are you ready of the peats and when are the bearly be ready and
'tell me are the well in all the town and tell me is —— and —— com from ——
'and keep the Boay in the scool I didden got half newis in the other one and
'write soon or She not cadch us hear —— —— goin to marry a Lass hear one
'from Labster She is hear in the house No Lie —— —— write a letter from
'20 Days and he ditten got one yed —— —— is writer of this. No more
'goodbye —— ——.' The injunction to 'keep the Boay in the scool,' shows that the author felt how good a thing it must be to write one's own letters.

Lewis.

have 129 scholars. The outlying districts now composing the Parliamentary parish of Knock, and the Free Church parish of Back, the centres of each of which are seven or eight miles from the parish school, appear to have been altogether without schools. The parish of Barvas was in a still worse condition, having 'no parish school,' and apparently no other, except one Christian Knowledge Society school at Ness, attended by 'only about 20 scholars.' In Lochs there was a parish school, erected only in the previous year, 1796, and a Christian Knowledge Society school erected three years previously. Of Uig, all that is reported is that 'two schools were lately erected.' Such, with the addition of some spinning-schools set up by Mrs. Mackenzie of Seaforth, was the educational provision of Lewis at the end of the last century.

State of education in 1824; 19 schools.

The next account we get of the state of education in the island is from the 'Moral Statistics of the Highlands and Islands of Scotland,' published by the Inverness Society for the Education of the Poor in the Highlands in 1825. From these valuable returns it appears that there were then in the island, to a population of probably 13,000, ten English and nine Gaelic schools; the Gaelic School Society having in the interval been established. Out of a population of 8160, in the three parishes of Barvas, Stornoway, and Uig (Lochs having made no return), there were 6137 persons above eight years of age. Of these, 1897 could read, and 4240 could not read, *i.e.*, 69 per cent. Of these 4240, 2603 were above twenty years of age. Of 1675 families there were 783 in which no person could read. Thus it appears that bad as is the present state of matters, there has been some improvement during the forty years that have elapsed since the date of these returns. Writing was not included in the calculation then made. 1107 families were at that time without Bibles. I believe there are not many now in that sad condition.

26 schools in 1833.

The next source of information is the New Statistical Account, which, so far as three of the Lewis parishes are concerned, is only nine years later in date, viz., 1833. It indicates considerable progress in the erection of schools. There were then eleven English and two Gaelic schools in Stornoway parish. Lochs, however, was not even so well off as in 1797, so far as English was concerned—the parish school being reported 'as vacant for many years for want of 'accommodation.' But there were four Gaelic schools, as the result of which it was said that one half of the population, between the ages of ten and thirty, could read in that language; but there were 'only twelve persons in the parish' (out of 3011) who could write. In Uig, there were the parish school, a school of the Inverness Education Society, and three Gaelic schools. In Barvas, the account of which is dated 1836, there were at that time only the parish school and two Gaelic schools, at Shadir and Arneil respectively; the whole district of Ness being then apparently without a school.

There thus appear to have been in the island, about thirty years ago, in all twenty-six schools, fifteen English and eleven Gaelic. Within the last twenty years, however, a great progress has been made and the number of schools has been nearly doubled. The increase

Lewis.

in the number of English schools has been particularly marked, the number now being thirty-five, or an addition of one per annum in that period, as against one in every nine years of the period first mentioned above, and one in every two years of the period following. This addition to the educational provision of the island is due mainly to the agency of the Free Church, and the Ladies' Association connected with that body; twenty-three out of forty-seven schools now in the island being supported by them,[1] aided largely by the munificence of Sir James Matheson, on whose support several other schools are chiefly or exclusively dependent.[2]

Recent progress—47 schools in 1865.

From the above sketch, it will appear that the extension of school provision to meet the wants of the bulk of the population of this great island is a comparatively recent affair. The fact of so large a proportion of the adults being totally uninstructed in English and writing is therefore easily understood. More than a third of the additional English schools have, in fact, been erected within the last ten years.

Ignorance of adults accounted for by previous deficiency of schools.

And now we come to look at the present educational provision of the island. The total number of schools, as above mentioned, is 47. The number at the date of the returns made by the registrars, and now printed in a separate volume,[3] was 48. The following Table is constructed from these returns, and the schedules filled up at the date of my visit :—

Present number of schools and scholars.

Description of School.	No. of Schools.	Number of Teachers.		No. for whom Accommodation at 8 sq. superficial feet per Scholar.	Scholars on Rolls, December 1864.	Scholars in Attendance, December 1864.	Proportion of Scholars on Rolls to each School.	Proportion of Scholars in Attendance to each School.	Average Accommodation of each School at 8 sq. feet per Scholar.
		M.	F.						
Parochial, . .	4	4	...	236	180	158	45	39	59
Parliamentary, . .	1	1	1	50	68	54	68	54	50
General Assembly, .	1	1	...	70	61	54	54	54	70
Fr. Ch. Congregational,	9	9	1	720	702	587	78	65	80
Do., Ladies' Asso.,	14	14	11	931	1088	856	77	61	66
Gaelic School Society,	13	13	...	646	766	549	58	42	49
Supported by Sir J. and Lady Matheson, .	3	2	2	345	400	322	133	107	115
Subscription—Sir J. M. and Others, . .	1	1	...	50	30	30	30	30	50
Private Adventure, .	2	...	2	77	37	37	18	18	38
Total, . .	48	45	17	3125	3332	2647	69	55	65

[1] The Gaelic schools, 13 in number, are also in connexion with the Free Church.

[2] I am informed that the amount contributed by Sir James, in money and land, to the support of twelve Free Church schools in the island last year was £135, 3s. 6d.; to four other schools, £107 in money; besides, of course, the salaries of four parish schoolmasters, amounting, with allowances in lieu of accommodation, etc., to £174, 13s. 3d.

[3] Bluebook, entitled 'Statistics relative to Schools in Scotland, collected by 'the Registrars,' etc. Edinburgh, 1866;—a most valuable compilation.

Lewis.

The only change on this list for the period of my visit is the omission of one Free Church and one Gaelic school, and the addition of a subscription school.

Number of scholars on rolls an uncertain basis for calculation.

The number of scholars on the rolls at the commencement of 1865 was, as seen above, 3332. But to show how these numbers vary, I find from the report of the Free Church Presbytery, on the schools examined by them in March 1865, 36 in number, that the number on their rolls at the date of the examination was 3004; while the number returned for these same schools (embraced in the preceding table) about three months before was only 2573. Without casting any doubt on the authenticity of these rolls, it is quite manifest that they are not to be depended on as correctly indicating the actual number of scholars at any ordinary time. This is further shown by the fact, that the number on the rolls of all the schools in September of the same year, the date of my visit, was reduced from 3332 to 2697; while the attendance was only 1606, though all but four were nominally in operation. This makes calculation founded on these figures a matter of hazard.

Large number of children not receiving education.

Taking the figures, however, as they stand, the number of children in the island in 1861, between the ages of three and fifteen, was 5967, and without making allowance for the undoubted increase of population since that time, this would leave 2635 children in the island between these ages who, at the date of the return, were not on the rolls of any school. Taking five to fifteen as more fairly representing the ordinary age of the scholars, this would still leave 1533 children in the island who were not on the rolls, the number between five and fifteen being 4865. Taking them at the same years, and comparing the number in attendance with the number of possible scholars, there is left a deficiency of 2169 children, who ought to have been, but were not, attending school at the date of the returns. Considering that these returns were taken at the season when the schools are fullest, it may safely be concluded that there are at least 2500 children in the island who are not ordinarily in attendance at any school. Allowance must, indeed, be made in such calculation for the fact that some children who are not on the rolls at one period of the year may be at another; in other words, that of the 2500 possible scholars above mentioned, a portion—it is impossible to estimate the number—may be, during some part of the year, in attendance at school. But this does not affect the fact, that, on the average of the whole year, there is no period at which it may not be affirmed that there are considerably above 2000 children who are not at school. Making the largest allowance for the fluctuations in the rolls and the attendance, so as to bring within the range of possible attendance the greatest number that can reasonably be calculated on, it is quite manifest that a very large number of these children, perhaps one-half of the whole number of possible scholars, are not in any satisfactory sense of the word receiving education.

I am aware that a great authority, Mr. Horace Mann, considers three-fifths of the number of children between three and fifteen as the proportion that ought, in a tolerably satisfactory state of things, to be on the school rolls. This would leave 3580 as the number

that, on such an estimate, should be found on the rolls in Lewis, which is only 260 more than the actual return. But even allowing the soundness of this mode of calculation, there would still be 883 children out of that number whose connexion with the school is merely nominal or occasional, and 260 who were not on the rolls at all. The truth is, being 'on the roll' sometimes means nothing more than that the child named has entered the school, and may perhaps appear some time. Lewis.

It may seem surprising that, in these circumstances, the Presbytery of Lewis, in their annual report on the schools connected with the Established Church, should answer negatively to the question, 'Is 'there any educational destitution in your parish, and to what extent?' The answer is certainly not correct, if the meaning of the question be, 'Are there more children in your parish who might be in school 'than there is educational provision for?' But it is correct enough if the inquiry be, 'Are there schools enough to meet the require-'ments of all who are willing to take advantage of them?' In this sense, no doubt, the question was understood and answered. Accordingly, in the registrars' returns, revised by the ministers of the respective churches with which the several schools are connected, there are only two districts in the island mentioned in the margin as being destitute of any school provision, and my own observation confirmed that estimate. That the existing provision is otherwise adequate for the whole number who choose to make use of it is shown by the fact, exhibited in the table above given, that there was accommodation, such as it was, at the ample rate of eight square feet superficial per scholar for 3125 children; while the number in actual attendance was only 2647, leaving room unoccupied for 478 more. The number on the rolls, again, exceeded the number for whom such accommodation existed by only 207; so that even if all the scholars on the rolls were in constant attendance, they would, in the case of most of the schools, be sufficiently accommodated. Present number of schools sufficient for all on rolls, but not for all who ought to be.

On the other hand, laying aside all refined calculations of three-fifths and percentages, it is impossible for any one to visit the island without seeing plainly that there are some densely-populated districts, in which the number of teachers (whether of schools or not) and scholars ought to be double what it is. Thus the town of Stornoway itself, with a population of 4214 in 1861, has seven schools, with 588 on the rolls, being in the ratio of only 7·1 to population, while that of the whole island is 6·3. As in other towns, one cannot go about the streets without seeing plenty of children doing nothing in particular, who ought to be in school. Passing thence to the extreme north, there is in the villages near the Butt, Lionel, Habost, etc., a population of about 1000, and these have but one English and one Gaelic school, with 159 scholars at the date of the return. That makes up, indeed, the impressive ratio of 6·2; but a walk among the houses and fields satisfies one that there are children enough in the neighbourhood to give abundant work for another teacher. The same may be said of such places as Shadir in Barvas, Shawbost, Sandwick near Stornoway, Garrybost in Knock parish, Back, etc. Many children not in school.

Of the existing schools, it may be said that they are generally

Lewis.

placed in suitable positions. Of the two districts mentioned as destitute of schools, both in the parish of Uig, one has, since the date of the returns, been supplied with a temporary school, supported by the inhabitants, at Croulivick. The other, Geshadir, on the shores of little Loch Roag, was, at the date of my visit, unprovided with a teacher, but has since then been supplied with one by the Free Church Ladies' Association. The population is upwards of 250, in 45 families.

State of school buildings.

A large number of the buildings are thatched houses, sometimes in very bad condition. Of the 47 included in my enumeration, I have noted 15 as good, 14 tolerable, and 18 bad or inadequate. In the first of these classes, I include all buildings in every respect adequate and comfortable. In the second, I rank those either deficient in accommodation, or more or less needing repair or improvement, but yet habitable without positive discomfort. In the third, I class those that cannot, by any standard of comfort or fitness above that of a troglodyte, be considered suitable for having the work of education carried on in them, or any work, indeed, to which the prevalence of smoke and moisture are unfavourable. It may be suggested that where the dwellings of the people are of so rude a kind, there is no need that the schoolhouses should be much superior. But without being fastidious in one's demands, it may be required at least that a schoolhouse should keep out the elements, so that the person presiding there should not have to say, as a venerable man said to me, after exhibiting the dreary cavern called his schoolhouse, where the tokens of rain were plenteous,—'There will be 'days, sir, when we can hardly open a book.' Even for the most amphibious creatures, such a state of matters is not conducive to learning; and it has to be remembered that many of these poor children are but scantily clothed. Nor is it easy to keep books clean, or possible to preserve maps from destruction, in earthen-floored houses, pervaded by smoke, and pervious to rain. Immunity from these evils is all that is at present claimed as the right of a schoolhouse. That it should also be a little above the level of the poor dwellings near it, and offer some small attraction in the way of comfort and cheerfulness to the children frequenting it, is, I think, not too much to be asked in addition. For even though their homes may sometimes be no better, or worse than the school, it is much easier to put up with deficiencies at one's own fireside than in a house destitute of the charm that belongs to home, however poor.

Here, then, is an island big enough to form a very respectable county, and with a population greater than any of the counties of Bute, Clackmannan, Kinross, Nairn, Peebles, or Selkirk—a population contributing, with all their poverty and deficiencies, something considerable to the resources of the country, out of the seas that isolate them from the rest of Britain. A most benevolent proprietor resides in the midst of them, doing his utmost to promote their welfare, and, in the matter of education in particular, showing an interest, and expending an amount of money, such as there are few examples of in any part of the country—least of all in the

Highlands. And yet, as it appears, there are not above one-third of the school buildings in the island that can be called good, and there are more than a third that are positively bad. The question naturally occurs, whether any, or how much, has been bestowed on such a district, of the public money which is yearly voted, to the amount of £800,000, for the promotion of education? A few hundreds of pounds at least, one would suppose, must have gone to the erection of school-houses in Lewis. We look into the last Report of the Committee of Council on Education to ascertain and sum up how much has been so bestowed. The task unfortunately does not require even the exercise of simple addition. The whole amount that has ever been expended from the national purse for school-building in the great barony of Lewis is the sum of £159, contributed to the building of a single Free Church School in Stornoway in the year 1852.

Lewis.

Extent of public money applied to education in Lewis.

So much in reference to the buildings. It may be next inquired how much out of the same capacious source goes to help the sixty-two men and women that teach in them, with average incomes of £23, 18s. 4d. a year? The whole amount in the year 1865 was £144, 10s., for three certificated masters and mistresses, and six pupil-teachers, besides £25 from the Exchequer to one Parliamentary schoolmaster; in all, £169, 10s. Another certificated master has no grant, the buildings not being adequate to the Privy Council requirements.

On the whole, therefore, it cannot be said that Lewis has been very expensive to the nation in the matter of schools, or, indeed, to anybody but its own proprietor and a few benevolent Free Church ladies. It was clearly not made by nature to fit into a system that gives least help to those that need it most. Whether, and how, that system should be modified to meet the wants of this and similarly unfortunate localities, I leave to higher authority to judge.

From the table on p. 17 it is seen that there are only seventeen female teachers in the island,—much too small a number for a district in which the education of women is specially neglected. Of these seventeen, fourteen only teach sewing and other industrial work, and on very small salaries,—generally a few pounds per annum. Eleven of them, generally sisters of the teachers, are connected with the schools of the Free Church Ladies' Association, who deserve much credit for their attention to this important part of female training.

Scarcity of female teaching.

The proportion of girls in school, as compared with boys, is lamentably small. Of 2697 scholars on the rolls at the time of my visit, there were 1590 boys and only 1107 girls; in attendance, 922 boys and 684 girls. And yet the female population of the island was in excess of the male in 1861 by 1122,—the numbers being respectively 11,089 and 9967.

Small proportion of girls in school.

The number of these girls on the school rolls learning sewing was 428, learning other industrial work, 85. But these figures will be best exhibited in the following table, showing the number on the rolls in each parish learning the various branches:—

Lewis.

LEWIS.—SCHOLARS ON THE ROLLS IN SEPTEMBER 1865.

Registration District.	No. of Schools.	Scholars on Rolls.	Religious Instr.	Reading.	Writing.	Arithmetic.	Needlework.	Other Industrial Work.	Geography.	English Grammar.	English History.	Latin.	Greek.	Modern Lang.	Gaelic.	Algebra.	Euclid.	Music from Notes.	Drawing.
Barvas, . . .	8	386	298	368	109	94	19	..	49	41	27	11	1	..	82	1	6	..	..
Carloway, . .	4	164	120	152	45	48	3	..	28	20	4	3	..	..	..	3	3	..	..
Lochs, . . .	10	601	516	518	247	147	69	..	85	109	77	36	7	..	232	5	8	..	..
Stornoway, . .	19	1270	1005	1016	588	512	289	83	279	275	120	38	4	17	293	13	7	52	6
Uig, ...	6	276	182	227	78	65	38	2	45	54	43	18	6	..	12	5	9	31	1
	47	2697	2121	2281	1047	866	428	85	486	499	271	106	18	17	619	27	33	83	7
Per cent., ...			78·6	84·5	38·8	32·1	15·8	3·1	18·0	18·5	10·0	3·9	0·6	0·6	22·9	1·0	1·2	3·1	0·2

Incomes of the teachers.

The incomes of the teachers vary from £12 per annum, which is the lowest, to £108, which is the highest, and one of the few instances in Hebridean schools of an income exceeding two figures. The total income of the forty-seven schools for the past year was £1555, which gives 11s. 8d. as the cost per scholar in attendance at the beginning of the year. Except in the town of Stornoway, no fees are paid in any school in the island except one, the Barvas side-school, which drew the sum of £1, 12s. last year,—paid, I believe, by one person. This subject has engaged the attention of the Presbytery of the Established Church, in which it was proposed that a small rate should be imposed on all householders having children fit for school. But difficulties stood in the way of a general carrying out of this rational system, and I understand the matter has been left in abeyance till it be seen what the Education Commission will do!

State of the schools when visited.

In regard to the efficiency of the existing schools, I shall not be expected to enter here into much detail, the less as, in a large proportion of those I examined, the attendance was miserably small in comparison with the numbers on the rolls, owing to the general prevalence of harvest operations. A few were in vacation, and others were affected by the fact of its being the sacramental season of the Free Church congregations. This more particularly influences the Gaelic schools, the teachers of which generally attend, and sometimes take an important part in, the services peculiar to these occasions. There being eight such celebrations in succession in the island, to each of which four week days are devoted, a good many days must be lost to those schools whose teachers consider it right to avail themselves to any considerable extent of the privileges connected with these seasons.

Attendance.

The usual school hours are 10 to 4; but I found that in many cases here, as in the other islands, these hours became in practice 10.30 to 3.30, or even sometimes 11 to 3. I was thus more than once disappointed to find that a school had been dismissed before an hour when I had certainly calculated on finding it in. In such cases, however, I was candidly informed that the attendance had been so small, that the lessons had been got over in less than the usual time, and it was not considered necessary after that to keep

the children in any longer. In one such case the teacher informed me that he had only eight children present out of twenty-eight on the roll, while in winter the attendance was ordinarily from sixty to seventy. In a large Gaelic school, in a very populous district, I found only eleven children present out of sixty-six on the roll. Another, a Free Church congregational school, had twelve present, out of forty-two on the roll. At the Presbyterial examination in the month of March, the former exhibited 117 present, out of a roll of 139; the latter had a roll of 125, and apparently about 80 present. Lewis.

These remarks apply to the schools throughout the island generally, with a few exceptions, in which there was a fair attendance. In Stornoway, I found the statutory educational provision for 8655 souls in the exclusive possession of *five* little girls, and the schoolroom chiefly useful as a place of drill for volunteer artillerymen. The rest of the public schools were in comparatively vigorous operation. The Free Church and General Assembly schools are both well conducted under certificated masters. The former, in particular, is one of the best equipped schools in the Hebrides, in respect both of teaching and accommodation. There are two pupil-teachers and a sewing mistress, but the number of girls on the roll is but a small fraction of the total,—the seminary to be immediately spoken of attracting most of the girls who attend school in the town. Mr. Mackay's school for boys, supported by Sir James Matheson, is well attended, and appears worthy of the encouragement it receives. The master conducts a navigation class in the winter evenings for the benefit of young sailors, which is the only evening school in the island, or indeed in the Hebrides, so far as I am aware. Schools in Stornoway.

The 'Female Educational and Industrial Seminary' above mentioned, claims a special paragraph. It is a school for girls, founded in 1847, and endowed by Sir James and Lady Matheson. The buildings cost £2000, and the total annual expenditure in the school, including Government grants, etc., is about £140. The staff consists of a mistress, an assistant mistress, and three pupil-teachers. The branches taught are English, arithmetic, etc., ordinary millinery, Ayrshire needlework, laundry and other domestic work. The buildings are large and commodious, with accommodation at eight square feet for 211 scholars. The number on the roll in September 1865, was 233, of whom I found 192 present. I was greatly pleased with the whole establishment, which indicated life and discipline without fuss. To see so many girls, chiefly of the poorer class, clean, tidy, and disciplined, in the midst of a population so much requiring precept and example in these special qualities, is itself delightful, still more so if the education be on the whole so satisfactory as I found it. A committee of ladies, members of the 'Stornoway Female Education Society,' is associated with the patron and patroness in the management, the members of which take an active interest in the school, and contribute to the funds. The education has hitherto been entirely gratuitous, but it was recently resolved to make the experiment of charging a fee of 1d. a week, with discretionary power to make exceptions, and the result, I understand, has been satisfactory. This resolution was induced The Stornoway Female Seminary.

Lewis.

by experience of the disadvantages attending a system of purely gratuitous instruction. The benefits conferred by a well-conducted establishment of this kind, in such a locality, can hardly be overrated.

Stornoway Parish School.

I have already mentioned the parish school. The number on the roll at the time of my visit was nominally 30, being the same as in spring when the school was examined by the Presbytery. At that time 25 were present for examination, and the report certified the character of the school as 'indifferent, but an improvement on some 'previous appearances.' Of the 25 present, the numbers in writing, arithmetic, English, grammar, geography, and Latin, were respectively 12, 10, 6, 4, and 1. When the result of such an examination was considered 'an improvement on some previous 'appearances,' these previous appearances may be supposed to have approached as nearly to zero as can well be imagined.

Other parochial schools.

The only other parish school which was open at the time of my visit, that of Lochs, was in a satisfactory condition, except as regards attendance, the number present being only 16. The master is certificated. No other teacher in the island is, with the exception of the three in Stornoway already mentioned, and one of the masters of the Ladies' Association Schools. The parochial school of Barvas was reported by the Presbytery as 'fair,' and the Parliamentary school of Cross as 'very satisfactorily conducted.' In regard to the parish school of Uig, it was reported: 'In this school 'there is a lamentable falling off from the proficiency displayed in 'former years, which the teacher ascribes to irregularity of attend-'ance on the part of the scholars.'[1] The number on the roll at the date of the examination was 32, of whom 25 were present. At the date of the rising of the school in autumn, the number in attendance was only 5. This information I had from the schoolmaster himself, whose character and qualifications are, I believe, unimpeachable. Yet such was the state of matters in a district with about 260 inhabitants, and no rival near except a Gaelic school, in which I found 6 children present out of a roll of 12. The whole population, with the exception, I believe, of the minister's and schoolmaster's families, belong to the Free Church. But this, it appears, does not prevent their making use of the parish school, otherwise there would be no scholars in it. Nor was I given to understand that denominational prejudice operates in any important measure against any of the parish schools.

Denomination of scholars.

Of the 3332 scholars reported as on the rolls of the Lewis schools by the registrars, 83 were connected with the Established Church, 13 with the United Presbyterian, and 2 with the Roman Catholic; all the rest with the Free Church.

Harris.

Harris.

Lewis is separated from Harris by a lofty barrier of mountains. A considerable portion of the parishes of Lochs and Uig is of the

[1] I am glad to learn that this school showed great improvement in March 1866; the above criticism, which is more strong in terms than is usual in such reports, having apparently done some good.

same rugged and mountainous character; but none of the Lewis hills attain a higher elevation than 1750 feet, while some in Harris exceed 2500 feet in height. Harris appears, indeed, to be the most thoroughly mountainous and rocky of all the Hebrides. In mere picturesqueness and grandeur of scenery, it hardly yields to any of them except Skye; but though abounding in wild beauty, the surface of the island is for the most part rough and unproductive. A great part, even of the ground by courtesy called 'arable,' consists simply of patches among the rocks, sometimes of such small dimensions as to produce only a single stook of oats. One cannot help admiring the pains thus taken to make the best of the circumstances, though regretting that the labour is so unprofitably bestowed. The general condition of the inhabitants is poor in the extreme, as might be expected in a region of which the natural resources are so inadequate to supply the wants of an excessive population,[1] and the access to which is so difficult and circuitous. Their only occupations, besides the cultivation of their crofts, are fishing and kelp-making, neither of which, however, is practised to a large extent—the latter only at the south end of the island. From 200 to 300 of the able-bodied men annually go to the Caithness fishery. Few ever find their way further south, of men or women.

Harris. Physical characteristics. Condition of the people.

The distance from Stornoway to Tarbert, the principal village in Harris, and a regular calling-point for steamers, is thirty-six miles. The last stage of the road passes through one of the wildest mountain regions in the Highlands. There is no inn of any sort between these two points; but at Tarbert there is a very good one, erected by the proprietor of the island, the Earl of Dunmore. There are centres of small populations to the north of Tarbert, on the shores of Loch Seaforth, Scaddabay, Eilean-anabich, and Renigidale, and the populations are respectively estimated at 280, 106, and 60. There is a school at each place, the access from any one to another being too difficult to make a less number suffice. The Scaddabay and Eilean-anabich schools are supported by the Free Church Ladies' Association; the one at Renigidale has been established by the Rev. Dr. Mackay, who is personally responsible for the teacher's salary.

North-west coast.

At Tarbert, there is a Free Church and a manse,[2] occupied by this energetic clergyman, as the seat of his voluntary banishment from society, for the good of the large and scattered population within the range of his oversight. Not even Stornoway Castle and its beautiful grounds display a greater triumph over the rudeness of nature than this manse and its trim surroundings, won from rock and quagmire. The parish church and manse are at Scarista, on the west of the island, sixteen miles from Tarbert, and within reach of but a small portion of the inhabitants. About seven miles from

Tarbert.

[1] The population of the parish in 1861, including all the islands connected with it, was 4183; of Harris alone, 3120. There has since then been a large emigration to Canada; but the population still increases. The assessed land rent in 1864 was £4053; poor and other rates, £453; poor relieved, 115.

[2] The erection of these buildings is, I believe, chiefly due to Mrs. Thomas, a lady whose exertions in various ways on behalf of the people of Harris entitle her to very special mention in any notice of the island.

Harris. this, on the south of the island, is the village of Obe, the site of the parish school, and of two other schools. Four miles to the east of this is Roedale, the only other calling point of the steamer besides Tarbert, and more interesting as the ancient residence of the Macleods of Harris, and the site of a small but notable cathedral lately restored by the Dowager Countess of Dunmore.

The East Bays. Between this and Tarbert lies the district of the 'East Bays,' inhabited by a considerable population, to all intents and purposes quite cut off from the world. The only access to these remote bays by land is over rough footpaths, where the alternation of rock and bog is such as to task the powers of the most hardy traveller. At one of them, Manish, is another Free Church, and a manse, the occupant of which is entitled to regard his friend at Tarbert as comparatively *en rapport* with life and society. There are three schools on this side of the island—a General Assembly school at Finsbay, a Free Church congregational school at Manish, and a Gaelic school at Geocrab. The populations of these localities are respectively estimated at 200, 324, and 95.

Neighbouring islands, Scalpay, etc. Separated from Harris by channels varying from two to four miles in breadth, are the neighbouring islands of Scalpay, Scarp, and Taransay. The first, which is on the east of Harris, facing Tarbert, has a population of 391, and a school of the Free Church Ladies' Association. Scarp, which lies off the extreme north-west coast of Harris, has a population of 144, with two schools supported by the same association, taught respectively by a male and female teacher. Taransay has 62 inhabitants, and had formerly a Gaelic school, removed last summer to Mull. Dr. Mackay has supplied another teacher for the island on his own responsibility.

Ensay and Kelligray, two small islands in the channel between Harris and Berneray, have each but a single inhabited house. Pabbay, an island still farther to the west, is also, I believe, inhabited by one or two families.

School provision. In Harris itself there are thus at present twelve schools; hardly, however, an adequate number for the wants of a population scattered in localities so inaccessible. The Free Church Ladies' Association supported one for a time at Leacalee, a district in the north of the East Bays; but in consequence of the irregularity of attendance, and the neglect of the inhabitants to improve the schoolhouse, it was removed. I understand that they have recently set up another at Collam, a neighbouring hamlet. The district of Borve, in the neighbourhood of the parish church, with a population of about 150, is absolutely in want of a school, the only means of education at present within reach of the children being furnished in a Sabbath school, conducted by one of the parish elders, who deserves much credit for the pains he is taking to supply this want.

The educational wants of this island are undoubtedly very great, notwithstanding the interest taken in the matter by the Countess of Dunmore, and the exertions of the Free Church Ladies' Association, and of Dr. Mackay. Many of the schools above enumerated can only be regarded as temporary makeshifts. The Buildings. buildings are in most cases of the poorest description, and the

salaries of the teachers are in harmony with them. Five out of the twelve are good slated houses, built by the proprietor or Lady Dunmore; the rest are thatched houses, some of them of the most wretched description. The one at Tarbert connected with the Free Church Ladies' Association may be cited as an example. Its dampness and dilapidation had, I have reason to believe, something to do with the death of the teacher, a much lamented young man, who died, after a very short illness, during the time of my visit to the island. Harris.

The state of the weather prevented my seeing many of the schools in Harris. I found the parish school in a very satisfactory state of efficiency under a certificated master. The building is good but small, and the close neighbourhood of two other schools tends to limit the attendance. One of these is the General Assembly school at Obe, also in a very flourishing state, under a certificated mistress. Lady Dunmore's embroidery school, which is conducted in a separate apartment under the same roof, is a most interesting institution, and like every girls' school I visited, presents a pleasing spectacle of neatness and order. I was sorry, however, to find that a considerable number of the young women employed in it were unable to read. Of twenty-six girls and young women present, I found that ten could read the English Bible, and six the Gaelic, very fairly; the other ten could not read at all; and of the whole number only three could write. Considering that there is an excellent school under the same roof, where these branches could be acquired, this is a result to be lamented, and not sufficiently compensated by the skill of these young women in embroidery, attested, as that is by the appreciation of their work in the very highest circles, including royalty itself. But it appears that their whole time is required for this occupation, in order to earn an average of sixpence a day, the most that has ever been earned by the cleverest girl in the establishment being four shillings in five days. That girl, I am glad to say, was one of the English readers.

State of schools.

Lady Dunmore's embroidery school.

The number and details of the schools in Harris and the neighbouring isles of Scalpay and Scarp are as follows:—

Description of School.	No. of Schools.	Number of Teachers		Number on Roll.	Number in attendance.	Number for whom accommodation at 8 sq. feet.	Average Scholars on Roll in each.	Average attendance in each.
		M.	F.					
Parochial, . . .	1	1	...	40	22	40	...	...
General Assembly, . .	2	1	1	107	98	92	53	49
Free Church, . .	8	7	1	356	247	346	44	30
Gaelic Society, . .	1	1	...	25	20	50	...	...
Supported by Lady Dunmore and others, . .	3	10	3	141	118	106	47	39
Total, . . .	15	20	5	669	505	634	44	33

Harris.

School statistics.

The population of Harris and the other islands above mentioned was 3769 in 1861. The number of children between three and fifteen was 1069. Three-fifths of that number is 641, while the number on the rolls in August 1865 was 669, yielding the respectable ratio of 5·6 to population. But a remarkable discrepancy is here shown, as in Lewis, between the returns of various periods, and these not far apart; the number on the rolls, as returned by the registrars in December 1864, being only 500, giving the ratio of 7·5 to population. That return, however, included only twelve schools, instead of fifteen, as above. The discrepancy is still greater in the return as to attendance; the number in attendance at these twelve schools having been only 271, while in the fifteen above given it was 505. I am afraid I must attribute the largeness of the number returned to me as in attendance in some measure to the fact that the majority of these schools were not personally visited by me, so that the attendance may not, as in the case of those so visited, represent the state of affairs on a chance day. If it be not so, I must conclude that the attendance at these schools corresponds more nearly to the numbers on the rolls than usual. Yet I find, in the case of one of them, that while the number on the roll was 91, the number present on 11th February 1866 was only 15. That last return, however, was given by Dr. Mackay.

State of adult education.

The statistics furnished, as to the state of education among the adults in Harris, are not so definite as in Lewis, but they are sufficient to give a correct idea of the state of matters. In the Tarbert district, Dr. Mackay estimates the present population at 1985 souls. Of these, he estimates that there can read English and Gaelic, 350; Gaelic only, 500; can write, 465; can practise common rules of arithmetic, 220. This estimate, however, includes scholars as well as adults. Of the latter, Dr. Mackay says:—'You may very safely 'put down 600 grown persons as wholly illiterate.' The state of things in the southern end of the island seems considerably better; but as the exact population has not been furnished to me, the results of the calculation made do not admit of comparison.

Education in 1794.

Here, too, most of the schools are comparatively of yesterday. In 1794 there was only the parish school, then at Roedale, and attended by thirty children, out of a population of 2536; and a female industrial school, supported by the Christian Knowledge Society. The state of the lower class of the inhabitants at that time, if the Rev. John Lane Buchanan be a true historian, has no parallel now-a-days anywhere in the Highlands, and perhaps had none even then.[1] Depressed as their present condition is, they enjoy freedom

[1] This gentleman itinerated in the Long Island for some years as an agent or missionary of the Society for Propagating Christian Knowledge, and published an account of his experiences in 1793, under the title of 'Travels in the Western Hebrides from 1782 to 1790.' He gives a dreadful picture of the state of bondage in which the lower class in this island were kept by the tacksmen, whose personal characters and history he freely criticises. Making allowance for exaggerations, I believe the substance of his account is generally true. In regard to education, he gives the following account:—'The only school in all the island of Harris is the parish 'school at Roudle, brought thither from Scarasta, where it stood before, by the 'late proprietor, when he wanted to collect inhabitants for raising a village.

from intolerable hardships and oppressions which seem to have at that time prevailed among them. Harris.

In 1824 there were nine schools in the island, of which seven were connected with the Gaelic School Society. One school, supported by the Inverness Education Society, was the only source of English instruction, besides the parish school, to a population of about 4000. Here, as elsewhere indeed in the Islands, the Gaelic schools appear to have afforded for a long time the chief means of instruction, and to have been the pioneers of more general education in English. At the above date ('Moral Statistics'), in a population of 3551, out of 2686 persons above eight years of age, only 496 could read, or considerably less than a fifth of the whole. Of the 2190 unable to read, 775 were from eight to twenty, and 1415 above twenty years of age. Of 704 families, there were 383 in which no person could read, and 540 without Bibles. 1824.

In 1841 the parish minister reported ('New Statistical Account'): —'Very few above thirty years are able to read. The young people 'read the Scriptures in their native tongue.' This accounts for the number that now read Gaelic, who otherwise would not have read at all. The number of schools in the parish had at this date fallen down to *four*, three of which were Gaelic schools. The parish 1841.

'Throughout the whole of the back settlements of Harris, where the poor people 'have been driven by degrees from the *machar*, or plain lands, a district of 'thirty-six miles in length, and from four to five in breadth, all the way from 'Roudle to Hushinish, planted thick with inhabitants, the people never once 'had an offer or opportunity of education for their children, although funds had 'been provided and set apart, by the charity of individuals, for that purpose. 'But the charitable funds were always detained by the minister or better sort of 'people in the isle, and never made their way across the mountains. The nomi-'nal charity schoolmasters, however, had always found means to obtain certifi-'cates for the purpose of drawing their salaries, till a half-pay lieutenant, Lewis 'Macgregor, *alias* Drummond, a religious and conscientious man, was sent, about 'fifteen years ago, as a visitant of the schools, by the managers. Captain Mac-'gregor, finding the poor in Harris grossly ignorant and wholly neglected, ordered 'the money to be withdrawn, and recommended it to be employed otherwise. 'The money designed to support charity-schools in that country had either been 'given to natives, who neither troubled themselves about the poor, nor were 'qualified to instruct the children of those in better circumstances; or to 'strangers, who were stationed either beside the minister, if he had a family, 'or, if he had not, in the small isles, for the benefit of gentlemen's children; 'but never either at Tarbat, the most central part, and the most fitted for in-'tercourse in all the Long Island, in the middle of Harris, and in the heart of 'the real poor, for whom the charity was intended.

'A gentleman of the name of Macleod sunk, or, according to the Scottish 'phraseology, mortified, a yearly sum of twelve pounds, to be given to some 'native of Harris, and of his own name (Macleod), for teaching the illiterate 'to repeat the Creed and Lord's Prayer, and to answer theological questions by 'rote, in Gâlic, and explain their meaning. But the gentleman, who had in-'terest to secure this money from the managers at Edinburgh, to whom the 'charge of it is very injudiciously intrusted, has two or more valuable farms to 'manage, and therefore cannot spend above a week or a fortnight in the year 'in travelling over the parish, to inquire at the people concerning the attend-'ance of his two substitutes. The one of these is an old blind beggar, of four-'score years and upwards, who is led by the hand by any boy or girl or other 'person who will have the goodness to do so, from village to village, and from 'door to door. The other is a decrepid changeling, but endowed with a tenacious 'memory.'

Harris. schoolhouse was reported as being 'in such a wretched state of 'repair, that parents have been under the necessity of withdraw-'ing their children.' Not long ago, and for some time previously, the parish school was in a very unsatisfactory state; so that, all things considered, it is rather surprising to find so much education among the adults of Harris.

Past and present. Comparing the latter date with the present, it appears that while the proportion of schools to population then was one to every 1107 inhabitants, it is now one to every 232. This at a distance appears a very liberal allowance. But things that look well on paper and in tables may not be so satisfactory in reality. These localities, in fact, require to be seen in order to form any correct judgment of their requirements. Even if all the existing schools in this island could be regarded as permanent institutions, two more at least seem necessary to place the means of education within convenient reach of all the inhabitants. The number of female teachers, also, as the table on the preceding page shows, is not what it should be. To Lady Dunmore the island is indebted for all it enjoys in this respect.

Berneray.

Berneray. This island lies near the coast of North Uist, but is included in the civil parish of Harris. It constitutes, with the other islands in the Sound of Uist, a Parliamentary charge. The present population is estimated at 336. The surface appears, for the most part, rocky and sandy. The inhabitants occupy themselves in

Schools. fishing and kelp-making. There are three schools here—one of the Christian Knowledge Society, a Gaelic Society School, and a female industrial school, also supported by the first-named Society. The number here is certainly adequate, whatever the quality. Of the first, I could only judge from the fact, that it is taught in a very confined portion of the teacher's dwelling, a miserable thatched house of two apartments. But I have good authority for saying that it is anything but efficient. Both it and the Gaelic school were in vacation at the time of my visit, and the teachers absent. I met the Gaelic teacher in Uist, and found him a man of intelligence, and capable of teaching English. The girls' school, for sewing, etc., is taught by a venerable Highland lady, in receipt of a salary of £8 per annum.[1]

[1] The house in which this school is taught is the oldest dwelling in the Long Island, and was at one time inhabited by persons of distinction. In the outer wall is a marble slab bearing this inscription—

Hic Natus est
Illustris Ille
Normannus Macleod
De Berneray
Eques Auratus.

This illustrious personage and his brother, Sir Roderick, of Talisker, were both knighted by Charles II. for distinguished services, among which was the bringing of a regiment to the field of Worcester, where it was all but annihilated. A grandson of Sir Norman became known in the annals of the Bench as Lord Bannatyne.

Harris.

Taking the whole parish of Harris, including Berneray, the following table exhibits the number of scholars on the rolls in the various branches in August 1865:—

PARISH OF HARRIS.—SCHOLARS ON ROLLS, AUGUST 1865.

Schools.	Scholars on Rolls.	Religious Instruction.	Reading.	Writing.	Arithmetic.	Needlework.	Other Industrial Work.	Geography.	English Grammar.	English History.	Latin.	Greek.	Modern Languages.	Gaelic.	Algebra.	Euclid.	Music from Notes.	Drawing.
18	802	562	610	331	269	196	68	177	173	64	19	1	2	92	2	5	2	3
Percentage. . .		70·1	76·0	41·2	33·5	24·4	8·5	22·1	21·6	8·0	2·3	0·1	0·2	11·4	0·2	0·6	0·2	0·4

Scholars.

The proportions in all the elementary branches are, it will be seen, much below what they should be. With regard, however, to the religious instruction and reading, no unfavourable comparison need be drawn, there being no difference in this respect between these schools and others, so far as I know, except that most of the teachers did not, as was generally done, and sometimes correctly enough, put down all the scholars on the roll as receiving instruction in both these branches. Thus, where out of a roll of 50, only 25 have been put down for religious instruction, the teacher, I believe, included only those reading the Bible and learning the Shorter Catechism. So in reading, those only have sometimes been put down who are able to read, and not merely learning to read. The same remark applies to other localities. Seven of the Latin scholars are on the roll of the Free Church Ladies' Association School at Scarp. The solitary Grecian is on the roll of the Scaddabay school, belonging to the same Association, which also boasts of the distinguished pair of pupils that learn music from notes. Singing, I may mention, is practised in almost every school where the teacher has any taste for it. The three that learn drawing are in the parish school, which shows also 8 in Latin, 4 in Euclid, and 1 in Algebra.

Religious denomination.

The religious denominations of the 585 scholars reported by the registrars in December 1864, as on the rolls in these islands, were as follows:—Established Church, 35; Free Church, 408; Roman Catholic, 5; not known or stated, 137. The schools connected with the Established Church had 160 Free Church children on their rolls; but only one of the Established Church children was in a Free Church School. All the scholars in Berneray were connected with the Free Church.

Income.

The average incomes of the teachers here are about the same as in Lewis, the figure being £24. The lowest income of a schoolmaster is £11, 12s. 6d., being the sum with which the Free Church congregational schoolmaster of Manish had to face existence during the year 1865. The highest income is £70, enjoyed by the parish schoolmaster, made up of a salary of £35, with £20 of voluntary addition from the proprietor, and £15 from the Privy Council.

Harris. Income.

The following table exhibits the income of the eighteen schools in this parish for 1865 :—

Salary from Heritors.	Privy Council Grants.	School Fees.	Voluntary Subscription and other Sources.	Total Income.
£35 0 0	£25 0 0	£1 5 0	£371 16 6	£431 1 6

The £1, 5s. of school fees raised in the parish of Harris were paid in one school, the General Assembly female school at Obe. The parish schoolmaster had only recently been appointed, otherwise there might perhaps have been a few shillings more to report under that head of income. The average cost of education in this parish per scholar in attendance at the beginning of the year (312) thus appears to have been £1, 7s. 7d. Calculated from the attendance reported in August it would be only 15s. 6d.

St. Kilda

St. Kilda. Population.

Is interesting as the most remote from land, and inaccessible of all the British Isles. I had no opportunity of visiting it; but I have obtained statistics of the most recent date from the factor for the property. The population is steadily decreasing. In 1841 it was 96, exclusive of the minister and his family; in 1861, 78; and in October 1865, 72. The number of females exceeds that of males even beyond the usual proportion, being forty-five to twenty-seven. Of the whole number, twenty are between three and twenty-one years of age.[1]

Educational state.

With regard to their education, it is stated that 'none can read 'anything worth noticing in English; a few of the young men can 'sign their names with difficulty; the whole adults can read Gaelic, 'and are well informed in Scripture.'

This island was one of the first stations in which the Society for Propagating Christian Knowledge in Scotland established a school, in 1711. There has been none for many years back. Only one person in the island could read in 1822, when the island was first visited by Dr. Macdonald of Ferintosh. A clergyman resided in the island from 1829 to 1843, who instructed the children as well as the adults. The island appears to have been without regular means of instruction from the latter date to 1851, when the Free Church Ladies' Association sent a teacher, who remained about two years. At that time there were said to be forty-three children in attendance at school. From 1856 to 1863 a Free Church catechist resided in the island, who instructed the children. He was succeeded by a probationer, who continued till October 1865, when his place was taken by an ordained minister, temporarily sent by the Free Church Presbytery of Skye.

[1] There are nineteen householders, including thirteen married couples, four widows, of ages from forty-two to eighty-six, and one bachelor of fifty-one. The families of these include nine males and eighteen females between sixteen and thirty-six, and four males and eleven females under sixteen years of age. The widow of eighty-six is the oldest inhabitant. Only three others are above sixty.

North Uist.

North Uist. — Physical characteristics.

The traveller, landing in Uist from the north, finds a country entirely different in aspect from the bold and romantic, though barren region of Harris,—a land of few hills, but of innumerable lakes, scattered among the peat-mosses, and scarcely distinguishable on the map from the endless windings of the sea-lochs that enter from the east. A comparatively level belt of light sandy soil extends all round the western and southern coast, to which the population is chiefly confined. This is the character of North Uist, and the same description applies to Benbecula and South Uist,[1] with this difference, that Benbecula is still more flat and watery, and that South Uist has a lofty mountain ridge on the east, lakes even more numerous and large, arable or 'machair' land more extensive, and a population whose condition is on the whole apparently better.

Condition of people.

In North Uist there is in some places, as at Paible, an appearance of considerable fertility, and the houses and stock of the inhabitants give indications of comfort and competency, which are the exception unfortunately rather than the rule in the Hebrides. Of the better class of small tenants in these districts, all have horses and carts, several cows and some sheep. But there is a large number of cottars, in poor circumstances, and unable to support themselves by the produce of their land. The population in 1861 was 3959, being a decrease of above 1000, owing to emigration, since 1821. There was a decrease of 500 between 1841 and 1851, and the increase

[1] The general aspect of the Uist district is well described by an accomplished native of the country, Mr. James Macdonald, author of 'A View of the Agriculture of the Hebrides:'—'A total want of wood and of regular enclosures gives these islands an aspect of gloomy sterility. In winter, and even until the middle of May, the western division or Machair is almost a desolate waste of sand; and this sand encroaches rapidly on the next division, that of lakes and of firm arable ground. In autumn, however, these sands produce crops of barley, oats, rye, and potatoes, or of natural grass and wild clover, beyond what a stranger could expect. They then assume a variegated and beautiful dress, scarcely yielding in colours or perfume to any fields in the kingdom; and being of great extent, they afford a prospect of riches and plenty equalled by no other of the Western Isles. The latter, with their verdant banks and ruinous forts, surrounded by hamlets, and covered with wild fowls, yield a pleasant picture; but the "montich" and the mountains remain unchangeable. . . . The dull uniformity of barren sand or boggy moor is interrupted for six months of the year only by enormous blocks of granite, which are scattered in the most fantastical profusion over this whole district.' A less genial, but not more impartial observer, Dr. Macculloch, thus describes the view from the top of Heval, the highest hill in North Uist:—'As far as the eye can well reach, the whole appears one uniform flat, in which the black land and the bright water are so equally intermixed, that it is difficult to say which predominates. As there are not less than a hundred square miles of this inextricable labyrinth, all at once detailed as in a map under the eye, it is easy to imagine what a strange sight it presents. . . . It is in vain for the eye to discover what is a lake, and what an inlet. . . . The nature and sinuosity of the sea lochs is better understood from the survey of Loch Maddy, the general area of which is contained within a circumference of about ten miles, while the lineal measure of its outline is 200.'

North Uist. in 1861 was only 41. Since then the population appears to have increased considerably.[1]

Coast. Scarcely any fishing worthy of mention has until lately been prosecuted in either North or South Uist. There is now a considerable herring-fishery in the season. The nature of the coast is an obstacle to the regular prosecution of other fishing on the side of the island where there is most population. Nearly uninterruptedly from North Uist to Barray, the western shore is flat and sandy, and at some distance out a dangerous line of reefs extends the whole way from north to south. The eastern coast, again, is in both North and South Uist bare and rocky, and is inhabited only at a few points, the chief of which are Lochmaddy and Loch Efort in North Uist, and Loch Boisdale in South Uist. The kelp manufacture in North Uist has recently come into the hands of a company, by whom the material is to be converted to a variety of important uses. With that view extensive works are in course of erection on the shores of Loch Efort.[2] These operations will doubtless afford a considerable increase of regular employment to the inhabitants.

Ecclesiastical provision. North Uist is the property of Sir John Orde, Bart., who has no residence in the island. It constitutes one civil parish. The parish church is on the south-west of the island, and at a distance inaccessible to the majority of the inhabitants. The *quoad sacra* parish of Trumisgarry is on the north-west. There is one Free Church, in the populous district of Paible, a few miles to the south-east of the parish church. The people of Loch Efort and of the coast facing Benbecula, at Carinish, etc., are at a distance from church too great even for Highlanders. A missionary is supported here from the Royal Bounty, but the only meeting-house is a poor thatched house. The whole population of North Uist are Protestants, and the majority are adherents of the Free Church.

Schools. The number of schools in the island is ten. Probably with a better adjustment of their positions, two or three of them might be dispensed with; but two districts had at the date of my visit no schools. The one is Sollas, where a Parliamentary school existed formerly, the buildings of which were set fire to by the schoolmaster in a fit of insanity. A schoolmaster has recently been appointed, who teaches in temporary premises. The other is Trumisgarry, with a population of above 100, about five miles from the nearest school.

[1] The assessed rental in 1851 and 1865 respectively was £3327 and £4155; the number of tenants, exclusive of cottars, was as follows:—

	1851.	1865.
Paying £5 and under,	149	97
,, £5 to £10,	68	158
,, £10 to £20,	17	33
,, £20 to £50,	12	7
,, £50 to £100,	2	3
,, above £100,	5	6
	253	302

The assessment for the poor in 1864 was £437; registered poor and dependents, 176; poor relieved, 216, of whom five were natives of England.

[2] I understand that this company has taken a lease of the seaweed crop on the shores of North Uist, at a rent of £800 per annum, for the first three years, and £1000 thereafter.

It has now a temporary school conducted in the church. The district of Loch Efort also needs a school. The population is about 200, and their wants are at present supplied by a Gaelic school; but those desiring English education have to go about seven miles to the nearest school. The majority of the schools are on the southern and western coast, where the population is chiefly gathered. The parish school buildings are in a wretched state, and the attendance is no better. This school, I am sorry to say, must be pronounced all but useless, though the master is a man of abilities and education above the average, and had at one time I believe a flourishing school. North Uist.

The island of Boreray, with a population of 160, lies about a mile off the north-western coast of North Uist, and has a Christian Knowledge Society School, of which I received a favourable account. Boreray.

The island of Ballyshear, on the south, can be reached over the sands at low water. The population is 240; and there are two schools, a General Assembly School and a Free Church Ladies' Association School, taught by a very meritorious female teacher, who has been there for many years. Ballyshear.

The island of Grimsay lies in the channel between North Uist and Benbecula, and can also be reached at low water. The population is 290, and there is here a Free Church Ladies' Association School. Grimsay.

About nine miles west from the coast of North Uist are the Monach Isles, the nearest inhabited land to St. Kilda, which is distinctly visible from them, as well as from the Uist coast. Of these little islands two are inhabited. Heisker has a population of 120, whose circumstances appear to be very comfortable. There is here a Gaelic Society School, in which I was glad to find a good proportion of the children learning English, and able to read very fairly, and some to write. On a small neighbouring islet is a lighthouse, the only one on this coast between Barrayhead and the Butt of Lewis. The children of the keeper and his assistant are taught by their parents in a very competent manner. Heisker.

Glancing backwards as before, it appears that in 1792 there was no school in all these islands but the parish school, to a population of 3218, and the attendance was only 'from forty to sixty scholars.' But two had gone from it that year to the University; when the last went is a long way to go back. From that period to 1818 there was no other school established. In that year a Gaelic school was got. In 1825 there was one additional English school in the parish, and there were seven Gaelic schools, in all nine. The number in 1837 was eleven, of which only four were Gaelic schools; and two were for girls. Past state of education in N. Uist.

Of 3940 persons above eight years of age in the parish in 1824, only 884 could read, which means that probably one person in twelve of those above twenty years of age could read. Of 886 families, there were 416 in which no person could read, and there were only 165 families that had Bibles.

The state of matters is better now, but the amount of education among the adults appears to be still very limited. I have no statistics however from this parish except from three localities. Of 140 per- Present state.

North Uist. Adult education.

sons above sixteen in the islands of Ballyshear and Heisker, the numbers able to read and write were as follows:—

		Able to read		Read fluently.	Able to Sign their Names.
		English and Gaelic.	Gaelic only.		
Males,	74	37	6	23	38
Females,	66	6	14	14	5
	140	43	20	37	43

In the district of Loch Efort, where the population is about 200, only one woman can write, out of twenty-eight adults of both sexes said to read English and write.

Schools.

The total number of schools in this parish is fifteen, classified as follows:—

Description.	No.	Scholars on Rolls, December 1864.	Scholars in Attendance, December 1864.	No. for whom Accommodation at 8 square feet.	Religious Denominations of Scholars on Rolls.	
					Established Church.	Free Church.
Parochial,	1	50	26	75	42	8
General Assembly,	4	182	127	263	137	46
Christian Knowledge Society,	2	120	86	125	61	59
Free Church Ladies' Association,	4	213	170	214	63	150
Gaelic School Society,	4	138	105	134	24	114
Total,	15	703	514	811	326	377

Attendance.

I found a remarkable contrast between the reported attendance of one period and the actual attendance of another in this parish. All the above schools were professedly in operation in August 1865, when I visited them, with the exception of two, a General Assembly school and a Gaelic school. Deducting these, the figures stand for the rest as follows, and may be compared with those above:—

Description.	No.	No. on Rolls, August 1865.	No. actually found in Attendance.	Difference per School between Attendance in August 1865 and	
				No. on Roll.	Reported Attendance in December 1864.
Parochial,	1	38	7	31	19
General Assembly,	3	173	92	27	5
Christian Knowledge Society,	2	116	59	28	13
Free Church Ladies' Association,	4	230	135	23	8
Gaelic School Society,	3	65	48	5	13
Total,	13	622	341	21	10

Making due allowance for the period of the year, these comparisons bring out results that are not satisfactory. They seem to indicate, for one thing, some need of superintendence. Of all these schools there was none under Government inspection. One General Assembly schoolmaster was certificated, but had only recently been appointed. Another school, the Free Church Ladies' Association school at Paible, had been voluntarily submitted to inspection under the Revised Code, and with a most satisfactory result. But the master is not certificated, nor do the buildings conform to the Privy Council requirements. North Uist.

There is only one female teacher in the parish, the one already mentioned at Ballyshear. This, of course, is a great want, and, judging by what I saw and heard in the district, its supply would be appreciated. Though not unfamiliar with the fact that the Hebridean women are generally very industrious, especially in contrast with the stronger sex, I was struck by some particular evidences of it in this parish.[1] Want of female teachers.

Few of the school buildings are good. Of the fifteen all are thatched houses except two, and of these one, the parish schoolhouse, is in a ruinous state. Three out of the fifteen may be called good of their kind, six tolerable, and six positively bad. All but two are thatched houses, and of these only one has a wooden floor and plastered walls. School buildings.

The average income of the teachers is £27, 12s., 9d., briefly summed up under these heads :— Income.

Salary from Heritors.	School Fees.	Voluntary Subscription and other Sources.	Total Income.
£35 0 0	£8 12 6	£370 19 5	£414 11 11

The number of scholars on the rolls of the fifteen schools in this parish in August 1865, was 715, viz., boys, 436; girls, 279, the proportion of the latter being as usual small. This gives the ratio of 1 in 5·8 to population, but looking to the contrast between numbers in attendance and rolls, such figures are little to be relied on as indications of the actual state of education. The cost per scholar in attendance in December 1864 was 16s. 1½d.

The numbers in the various branches were as follows :— Scholars.

Scholars on Roll.	Religious Instruction.	Reading.	Writing.	Arithmetic.	Needlework.	Other Industrial Work.	Geography.	English Grammar.	English History.	Latin.	Greek.	Modern Languages.	Gaelic.	Mechanics.	Algebra.	Euclid.	Music.	Drawing.
715	541	599	307	308	17	..	165	180	43	25	4	1	94	2	10	7	..	1
Per cent., .	75·6	83·8	42·9	43·1	2·4	..	23·1	25·2	6·0	3 5	0·5	0·1	13·1	0·2	0·8	0·7	..	0·1

[1] In regard to their capacity to make use of educational advantages, I may mention that in a thatched cottage near Balranald, I saw a considerable row of prizes, and almost all first prizes, carried off a few weeks before from the Free Church Normal School in Edinburgh, by a daughter of the house, a girl of about seventeen.

North Uist. Of the two Greek scholars, the Lochmaddy General Assembly school professes one, and the Grimsay Free Church Ladies' Association school another. The latter school also claims the solitary learners of modern languages and drawing.

Benbecula.[1]

Benbecula. Physical characteristics and population.

This island is part of the parish of South Uist, from which it is separated by a channel about half a mile in breadth, passable on foot at low water. It forms a separate registration district, and has a missionary supported from the Royal Bounty. It is about eight miles long and seven in breadth, and is the flattest of all the Hebrides, excepting Tiree. The peculiarities of soil and aspect which mark Uist generally are heightened here by the addition of the fords at both ends of the island.[1] The population in 1861 was 1544. Their condition varies, some being very comfortable, others very poor.[2] Kelp is still manufactured to a considerable extent, about 360 tons annually being the recent average. There is no sea-fishing of any consequence, but the sands, as in all the Long Island, abound in shell-fish of all sorts, especially cockles.

Schools.

There were in August 1865 nominally five schools, one a General Assembly school, with excellent new buildings erected by the proprietor, Mr. Gordon of Cluny, but no teacher; another, a Free Church district school, apparently in abeyance, owing partly to the wretched insufficiency of the building, and partly to the age of the teacher; and a third, a Christian Knowledge Society school, not in the most flourishing condition. The Glasgow Free Church Ladies' Association school seemed in fact, at that date, to be the only educational agency doing any work in the island. There is also a small female school supported by the Christian Knowledge Society, with twelve pupils on the roll. Gaelic and English are taught, as well as sewing.

There were in December 1864 four schools in operation in the island, with 224 scholars on the rolls, and 148 in attendance. The religious denominations were represented in the following proportions:—Roman Catholics, 98; Established Church, 85; Free Church, 41.

Locality without school.

There is a considerable population, exceeding 100, on the east coast of the island, who are not within reach of any school. The

[1] 'In this strange island,' says Macculloch, 'the elements of land and water seem as if they were yet waiting to be separated.: that which should have been '*terra firma* being half water, and what should have been sea being half land.' The Doctor tried to count the lakes, but at the ninetieth gave up the attempt. After further describing the 'dazzling intricacy of land and water,' he says:—'The world, for aught I know, may produce other scenes of this kind, but in 'creating this one, Nature seems to have resolved to frolic in her own way, and to 'show that she could make one part of Scotland unlike everything else—utterly 'out of all rule—utterly incomprehensible.'

[2] The number of tenants in 1865 was 206. About 70 paid from £2 to £5, and most of the rest between £5 and £10. Only one paid above £100.

people have occasionally employed a private teacher to supply their wants.

South Uist

South Uist.

Physical aspect.

Is the largest of the Long Island group, after Lewis, and also the most valuable. It is about twenty-eight miles in length by seven in average breadth. Much of it is mountain and moss, but there is a large extent of good and improvable land. All along the western coast is a level belt of 'machair' or sandy soil, which yields in some places excellent crops and rich pasture.[1] The eastern coast is rocky and mountainous, culminating in two summits, one of which bears the name of Hekla. The chief harbour in the island is Loch Boisdale, a calling-point of the steamers, and a fishing-station, bearing some signs of growing importance. Extensive improvements of various sorts have been carried out by the proprietor, Mr. Gordon, and the condition of the population in the southern part of the island in particular is much above the Hebridean average, as is apparent from the aspect of their dwellings, the abundance of horses, carts, and cattle, and even from the universally diffused odours of kelp, of which about 700 tons on an average have been made for some years back.

The population, numbering (exclusive of Eriskay, etc.) 3406 in 1861,[2] are mostly Roman Catholics, under the spiritual supervision of four priests (two seniors ond two assistants), who minister also to the inhabitants of Benbecula and Eriskay. The Established Church is represented by the parish minister and a missionary at Boisdale. There is also a new Free Church in the south of the island, near Loch Boisdale. Differences of religious denomination do not appear to affect the harmony of life in the district,[3] and have no influence whatever on the schools, as the table on the next page will show.

Education not affected by creed.

The 'religious difficulty,' in fact, is not known in this quarter, more than two-thirds of these scholars in Protestant schools being Roman Catholics, while the Established and Free Church pupils are about equally distributed between the schools of the two denominations.

[1] A good deal has been recovered, both in North and South Uist, from the condition of mere sandy desert, by the simple system of laying down a line of turf to resist the encroachments of the wind and sand, and sowing the ground so recovered with the indigenous bent grass; a plan devised by the late Dr. Macleod, factor on these estates.

[2] The number of tenants in 1865 was 417, indicating a large cottar population. Of these, about 250 pay under £5 (119 pay under £3), and 150 from £5 to £10; 13 pay rents between £15 and £100, and 7 pay above £100.

The valued rental of the parish of South Uist in 1864, including lands in possession of the proprietor, was £5635; poor-rates in 1864, £685; registered poor and dependants, 196; poor relieved, 193.

[3] I find that this was remarked more than forty years ago by Dr. Macculloch as a pleasing feature in the state of society in these islands.

South Uist.

Schools of South Uist, including one in Eriskay.

Description of School.	No.	Scholars on Roll, December 1864.	Attendance, same date.	Attendance, August 1865.	Accommodation at 8 square feet per scholar.	Religious Denominations.		
						R. C.	E. C.	F. C.
Parochial,	1	53	45	25	70	26	16	11
General Assembly,	1	35	30	26	80	27	8	...
Christian Knowledge Society,[1]	1	43	30	20	...	33	3	7
Free Church Ladies' Association,	6	310	177	148	266	249	29	32
Total,	9	441	282	219	316	335	56	50

The Shorter Catechism is of course not imposed on the Roman Catholic pupils, whose special religious instruction is attended to by a person appointed for the purpose. No objection is made by the Roman Catholic clergymen of the district, so far as I could learn, to the reading of the Protestant version of the Scriptures by the children of their flock.[2]

The number of schools in this island is apparently sufficient, but not really so. One more at least seems required by the population of the south-western district, and a considerable number of people in the north-east are too far from any school. That the number of scholars is not half what it should be appears from the following figures:—

Population in 1861.	Children from Three to Fifteen.	Number on Rolls, Dec. 1864.	Ratio to Population.	Attendance.	Ratio to Population.
3814	1008	441	8·4	282	13·1

School buildings.

The deficiency of attendance seems greatest in the northern part of the island. In the populous district of Iochdar there are two

[1] I do not include in this list the female school at Lochboisdale, supported by this Society, as it is taught in the same house with the school preceding, and includes some of the same scholars. This will account for a slight discrepancy between the figures here and those in the Appendix, in respect to the number in actual attendance in August 1865.

[2] Nor can any one insinuate want of fidelity to their own faith against clergy or people. Proselytism on either side appears to be a thing of the rarest occurrence in the district.

schools, one of the Society for Propagating Christian Knowledge, the other of the Free Church Ladies' Association; but the building belonging to the former is correctly described by the teacher as 'uninhabitable;' and no wonder, considering that it is a small thatched house, in the one hundred and fortieth year of its age. The schoolhouse at Stoneybridge, a few miles to the south-west of the parish church, is also in bad condition. The parish schoolhouse at Howmore, and the General Assembly one at Lochboisdale, are good slated houses, lately built by the proprietor. The rest are all thatched buildings, and, with the exceptions above mentioned, may be pronounced tolerable. The amount of accommodation is, on the whole, however, too small, as the preceding tables show. South Uist

So also is the number of female teachers, of whom there are only three in the island, one at Lochboisdale, one at Daliburg, and one at Stoneybridge. Including the one at Benbecula, this makes only four to a population of 5358, in a parish thirty-six miles in length. As seen below, there were only eighty-two girls in the parish learning needlework. Female teachers.

Of eight male and three female teachers in South Uist and Eriskay, none is certificated, and only four have been trained in Normal Schools. In the schools which were open at the time of my visit, and which I had the opportunity of examining, the attendance was small; but I had no reason to be dissatisfied with the proficiency of those present. In the parish school, in particular, I found the reading and intelligence of the pupils very good, and the writing to dictation highly creditable. There was, however, a great want of maps and of uniform lesson-books,—a common complaint. Teaching.

The number of scholars in the thirteen schools of South Uist (including Benbecula) was 548, viz., 359 boys and 189 girls, the number of the latter being as usual much too small. The numbers learning the various branches were as follows:— Scholars in parish of S. Uist.

Total Scholars.	Religious Instruction.	Reading.	Writing.	Arithmetic.	Needlework.	Other Industrial Work.	Geography.	English Grammar.	English History.	Latin.	Greek.	Algebra.	Euclid.
548	332	450	214	156	82	6	120	138	79	18	4	4	3
Centesimal proportion	60·6	82·1	39·0	28·5	15·0	1·1	21·9	25·2	14·4	3·3	0·7	0·7	0·5

No 'modern languages' are taught in this parish, with the exception of English, and a little Gaelic in two of the female schools. Music is not taught, except in the singing of hymns. It is more to be lamented that the numbers in the elementary branches of writing, arithmetic, and geography are so small. Of the Latin scholars, four are returned from the parish school, and eleven by two of the Free Church Ladies' Association schools. Of the Grecians, the same schools and the General Assembly school boast one each.

South Uist. Income.

The total income of these thirteen schools for the year was £366, 16s. 6d., all, with the exception of the parish school salary of £50, coming under the head of 'Voluntary Subscription and 'other Sources.' No fees were paid in any one of them. The average income of each of the fifteen teachers was thus £24, 9s. 1d.

Eriskay.

The island of Eriskay, which lies about a mile off the south-eastern point of South Uist, is tenanted by sixty-seven families of fishermen, who pay the moderate rent of £2 per croft. They are an industrious race, all Roman Catholics, and their educational wants are supplied by a school of the Glasgow Free Church Ladies' Association, the first, I believe, of a permanent description established on the island.

Former state of education.

I find no record of any schools in this parish, besides the parochial one and one of the Christian Knowledge Society, previous to the establishment of the Gaelic School Society in 1811. Even these two were not regularly taught.[1] In 1824, when the population was greater than now, 6038, there was only the same number of English schools, with the addition of four Gaelic schools. In 1841 the number of English schools had increased to six; besides which there were two Gaelic schools and two female schools for knitting, sewing, and reading Gaelic. There are now, as seen above, fifteen schools or schoolhouses, in all of which, except one, English is taught.

1824.

Out of 4520 persons above eight years of age in 1824 only 665 could read. Of 1017 families there were 256 five miles and upwards from any school, and 839 without Bibles. There were only 204 Bibles and 386 Testaments in the whole parish. The state of matters in 1841 was not much better, the parish minister having then reported (Statistical Account) that the number between six and fifteen unable to read was about 600, and of those above fifteen 4148, a greater proportion than at the previous date, even with an increase of above 1000 in the population.[2]

Present state of adult education.

Of the present state of education among the adults I have not obtained statistics on a large scale. They were hardly necessary to prove that incapacity to read and write is the rule rather than the exception among the mass of the people. I confess, however, that I was not prepared for such a demonstration as they furnish, of a state of ignorance, so far as reading is concerned, surpassing even that of the most illiterate district of Lewis. They were taken in the registration district of Howmore, the seat of the parish

[1] Mr. James Macdonald wrote in 1811, 'No parochial school is taught southward of Baileloch in North Uist, and thus a tract of country 200 square miles in extent, and containing upwards of 7000 souls, has no parochial school. To complete the evil, the Society which formerly maintained a school in Benbecula has withdrawn it; at least no school of any description was taught between Barrayhead and North Uist in summer 1808, when the reporter visited that country, and he knows no part of Scotland which stands more in need of public instruction.'

[2] There was an immense decrease in the population of this parish between 1841 and 1861, from 7333 to 5358; owing, of course, to emigration on a large scale.

church and school, in the farms of Howmore, Howbeg, Snaoisival, Stoneybridge, and Peninerin, containing a population estimated at 560. Of persons above fifteen in that population, the numbers able to read and write were as follows:[1]— South Uist.

	Able to read		Total.	Read fluently.	Read with difficulty.	Able to write.	Write with difficulty.
	English, or English and Gaelic.	Gaelic only.					
Males,	58	7	65	27	38	43	22
Females,	15	6	21	8	13	14	7
Total,	73	13	86	35	51	57	29

These figures require no comment.

Barray.

This island is separated from South Uist by a channel of about eight miles in breadth, and interspersed on both sides with smaller islands and rocks. Unlike Uist, it is wild and picturesque in scenery, flat in no place except the beautiful sandy meadows of Eoligarry, and the tract between the manse and Tangasdale, including the valley of Borve. All this western side of the island is sandy, while the eastern is mossy. The sand may even be seen in some places high up on the mountain sides. The natives are a stout and hardy race, good boatmen and fishermen, but far behind, as might be supposed, in knowledge and culture. Their houses are amongst the worst to be seen in the Hebrides; not so much in respect of positive ugliness, for there is sometimes picturesqueness in decay, but that on the whole they convey most the impression of negligence and discomfort.[2] Besides long-line and lobster-fishing, there is no occupation apart from the cultivation of the soil; kelp not being now

Barray.

Physical aspect.

Population.

[1] For these statistics I am indebted to the parish minister, the Rev. Roderick Macdonald.

[2] I entered one in company with the Rev. Mr. Beatson, by far the most wretched human dwelling I ever saw out of Edinburgh. It had, indeed, some advantage in ventilation, for half the roof was off. In the space of a few square feet, covered by the remaining half, lived the two inmates, a half-witted, but by no means incapable man, and his sister. She was sick, and lying in the ashes near the fire, with no covering except her clothes and what seemed to be an old potato-bag. The man's bed was a kind of stone trough, strewed with rushes, and nothing more. And yet that poor creature spoke of and treated his sick sister with great sympathy, and even respect. I was told that they had got blankets once from the parochial board, but what had become of them no one could say. Their condition did not seem to shock their neighbours particularly. They were accustomed to it, and they were probably themselves lodged in a style which fastidious taste would not reckon much better.

Barray. made here. Shipwrecks, indeed, are a source of temporary occupation, that may unfortunately be relied on to some extent every winter, and they contribute to make up for the total absence of timber in the island. But the Barray people, though poor, all have horses, and ride them too when they have a mind. I am afraid they also consume tobacco enough, not to speak of other things that cheer or stimulate, to pay half their rent.[1]

Mingalay. The neighbouring island of Watersay has but a few inhabitants, being part of a large sheep-farm. Mingalay, which is about nine miles to the south-west of Barray, is tenanted by twenty families of primitive people, part of whose occupation is the catching of birds and their eggs in the tremendous cliffs which surround the island on nearly every side. There is here a school supported by the Free Church Ladies' Association.

Berneray. Berneray, the southernmost island of this group, is occupied by four tenants, besides the lightkeepers and their families, who live near the verge of a precipice several hundred feet in height.

These islands, with several others, constitute the parish of Barray. The population, in 1861, was 1853, of whom about five-sixths are Roman Catholics. Their chapel and the residence of the priest are at Craigston, a mile or two from the Established Church manse.

Schools. The number of schools in the island is four, an adequate number, but not all well placed. The parish school is at Craigston, and close to it is a school of the Free Church Ladies' Association. The latter, I believe, first took up the ground, the parish school having formerly been on the opposite side of the island. It is now, however, to be removed to a position further south. At Castle Bay, on the south of the island, is a school, supported by the Established Church Ladies' Association, of which the accommodation is excessively bad. On the east of the island is another Free Church Ladies' Association school, of which the accommodation is even worse,—a place damp, dark, and dreary beyond measure. I was not surprised to find the poor young student who officiates in it looking like a man with a heavy weight upon his mind. I spoke on the subject to some of the supposed supporters of the school in the neighbourhood, but, I am sorry to say, without much apparent effect. It seemed, indeed, as if they thought their patronage was sufficiently exercised in sending their children to the school to be taught for nothing. No fees are paid in any school in the parish.

Parish school. The only good schoolhouse is the parish one, lately built by the proprietor. The attendance at that school is, however, miserably small, a fact not sufficiently accounted for by the neighbourhood of another school, meeting in a very poor and ill-furnished house.

[1] I was told that one little 'merchant' had sold £70 worth of tobacco in the past year, and he is one of ten plying the same profitable vocation.

The assessed rental in 1865 was £1692, of which more than half was paid by two tenants. The total number of tenants was 199, of whom 184 paid under £5, the average being about £3: There is of course a large number of cottars besides. The poor-rates in 1864-5 were £299, of which only £104 were expended, in the relief of 64 registered poor: I understand the parish has a good many paupers in the Lothians.

The statistics of the schools of this parish are as follows:— Barray.

Description.	No.	Accommodation at 8 sq. ft.	Scholars on roll, Dec 1864.	Attendance.	Religious Denomination.		Rolls, Aug. 1865.	Attendance.
					R. C.	Other Denom.		
Parish School, . .	1	60	40	20	20	20	50	17
Church of Scotland Ladies' Association,	1	30	79	59	70	9	70	50
Free Church Ladies' Association . .	3	118	170	111	156	14	185	116
	5	208	289	190	246	43	305	183

The population of the parish in 1861 was 1853, which gives the ratio of 6·4 to population from the more recent rolls, but of 11·2 only from the attendance. The number of children between three and fifteen in 1861 was 546, and between five and fifteen it was 451. There is, therefore, a large number of children in this parish who are not even on the rolls of the schools. Many children not at school.

The numbers on the recent rolls learning the various branches also exhibit a very backward state of matters. They are as follows:—

Scholars on Rolls.	Religious Instruction.	Reading.	Writing.	Arithmetic.	Geography.	English Grammar.	History.	Latin.	Greek.	Algebra.	Euclid.	Music.
305	152	201	72	46	31	33	35	8	2	3	1	8
Per cent.	49·8	65·9	23·6	15·1	10·1	10·8	11·5	2·6	0·6	1·0	0·3	2·6

There is no female teacher in the parish, and therefore no needlework appears on the list, though in no locality is there more need of such instruction. No female teacher.

Education in Barray may be said, in fact, to be still in its infancy. Until within a comparatively recent period this appears to have been the most neglected of all the islands. At the commencement of the century, and for many years subsequently, the only school in the parish was one of the Christian Knowledge Society. In 1824 there was a Gaelic school, but how long it continued I cannot say. As to the parish school, the present minister, Mr. Beatson, a very accurate chronologist, informed me that it was not opened till 1834. It is spoken of in the New Statistical Account, of date 1840, as having 'but lately been opened.' But no schoolhouse had been then built, and the school was taught in a thatched bothy until last year. The educational state of the adults, as might be expected, is defective beyond the ordinary insular mark, and appears to be even lower now than in 1824, when 192 persons, out of 1308, above eight years of age, were returned as able to read. I have received no statistics on the subject, and was told that they were hardly necessary. Mr. Beatson got a list in 1854 of all who could read among the Roman Catholic population. Nineteen could Former state of education. Present state among adults.

Barray. read English and Gaelic; sixteen Gaelic only; and one English only; total, thirty-six. Since then there has been little addition to the number. The parish schoolmaster is of opinion that there are not above ten native adults at present in the parish who can write.

Of 319 families in the parish in 1824, only 35 had Bibles. The number at this day is probably not much greater.

On the whole, the educational state of Barray appears to be behind that of any other of the Western Islands, not excepting St. Kilda. What makes this the more to be lamented is the fact that the natives are generally less reluctant to leave the island in order to better their condition elsewhere than in most of the Hebrides.[1]

Turning now to the Inner Hebrides, we again begin at the north, with the largest of them,

Skye.

Skye. Physical characteristics. The physical characteristics of this island are pretty well known. It is about forty-seven miles in length, with a maximum breadth of twenty-five, but so much intersected by arms of the sea, that no spot in it is five miles from the shore. It is the grandest and most varied in scenery of all the Western Islands. A great extent of the interior is dull and barren peat moss; but there is scarcely any part of the coast that does not present some attraction, in the form of mountain or hill, long ranges of cliffs, broken by sequestered bays, and occasionally green and knolly pastures. The quality of the soil in some places is not surpassed anywhere in the Highlands; but the humidity of the climate has hitherto constituted an insurmountable obstacle to profitable agriculture. A fine spring and summer may give promise of luxuriant crops, which the autumn rains will all but destroy, washing away much of the very substance of the soil. Those of the inhabitants who depend chiefly on the produce of the ground for their subsistence are thus more than usually dependent on the weather, and liable in bad seasons to the recurrence of that destitution which has unhappily become so familiar a term in connexion with the Hebrides. Their general condition presents no features of marked contrast to that of the people in the islands already spoken of, except that, on the whole, it is not so good as in Uist. Their dwellings are generally less rude in structure than in Lewis, and probably better furnished. They are still, however, for

Condition of population.

[1] Not to leave this fine island entirely in the shade, let me mention an authentic circumstance, redounding to the credit of its parish school. An emigrant ship, bound for Melbourne, touched at the Cape de Verde Isles. The captain had previously been so ill as to be incapacitated from commanding the ship. Before she left the Cape de Verde Isles fever had broken out on board, in consequence of too free indulgence in the native fruits and wines. Many died, including the doctor, and all the officers were prostrated by illness. Two young passengers were found to possess sufficient skill in seamanship to take the reckoning and direct the ship's course. They undertook the charge, and guided her safely to the Cape of Good Hope. They were natives of Barray, and had got all their knowledge of navigation in the parish school, with some practical illustrations on board ships touching at the island.

Skye.

the most part, sadly deficient in all that constitutes neatness and comfort. In none of the islands is there more out-door work imposed on women, of a kind which in more prosperous districts is performed by horses, such as the carriage of peats and seaware, and even the harrowing of the ground. There are but a few districts in the island where deep-sea fishing is practised regularly and to any considerable extent, and no kelp has been made for many years. Early in summer there is a regular migration of the able-bodied of both sexes in quest of field-labour in the Lothians. A large number also of the able-bodied men go to the East Coast fishery, and a few seek the same employment as far as the coast of Fife and the north of Ireland. In the island itself there is very little regular employment to be had; there is one manufactory, a cloth mill near Portree, which has proved a very successful undertaking. The once celebrated distillery of Carabost has some time ago ceased operations.

Ecclesiastical subdivisions.

The island is divided among twelve proprietors, the largest portion of it still belonging as of old to Lord Macdonald and Macleod of Macleod.[1] It is divided into seven civil parishes,—Bracadale, Duirinish, Kilmuir, Portree, Sleat, Snizort, and Strath, besides two *quoad sacra* parishes, Waternish in Duirinish, and Stenscholl in Kilmuir. There are thus nine Established Churches. There are seven Free churches, and one in the neighbouring island of Raasay. The majority of the population are connected with the latter Church, but not in so overwhelming a proportion as in Lewis—several of the parish churches in Skye being respectably filled. The only other denomination represented by a clergyman and congregation is the United Presbyterian. There are a few Episcopalians and Baptists, and two or three Roman Catholics families.

Supply of schools.

The number of schools in this and the adjacent islands of Raasay, Ronay, and Soay, is 57, being in the proportion of one to every 346 inhabitants. That number is quite adequate, if they were all suitably placed. With a better adjustment of their positions, a few might even be dispensed with. But there are still some localities in want of schools. The village of Kylerhea, in Sleat, which formerly had a school of the Society for Propagating Christian Knowledge, has none; the only one at present accessible to scholars there being on the opposite coast of the mainland. The Aird of Sleat, with a population of about 300, requires a school, being too far from the nearest one, at Tormore. Kyle-Ronay, in Raasay, with a population of about 100, is about four miles from the nearest school, one of the Gaelic Society, and the intervening ground is of the most rugged description. There are a few other localities, rather

[1] The assessed agricultural rental in 1864, including lands in possession of the owners, was £28,848; poor-rates on that rental, £3757; other rates, £1665. The assessment for the poor in 1865 was £4374, 15s. 1d.; number of poor and dependants relieved, 1062. I am unable to give the number of tenants in Skye, except on the Macdonald estates, which include the parishes of Portree, Sleat, and most of Strath. The number in 1865 was 761, of whom 193 pay £2 and under; 349 from £5 to £10; 9 from £10 to £20; 2 from £20 to £50; 4 from £50 to £100; and 12 £100 and up. The number of cottars is probably equal to that of crofters.

Skye. Schools.

too distant from the nearest school, for young children, but having the advantage of good roads.

The following table exhibits the number and class, etc., of the various schools:—

SCHOOLS IN SKYE.

Description of School.	From Registrars' Returns, Dec. 1864.			From Schoolmasters' Returns, May and June 1865.								
	No. of Schools.	Scholars on Rolls.	Actual attendance.	Schools.	Teachers. M	Teachers. F.	Accommodation (at 8 sq. ft. each Scholar) for.	Average accommodation of each School.	Scholars on Rolls.	Actual attendance.	Proportion of Scholars on Roll to each School.	Proportion of Scholars in attendance to each School.
Parochial,	7	341	260	7	7	1	410	59	380	170	54	25
Parliamentary,	1	..	..	1	1	..	45	45	44	37	44	37
Side,	1	33	27	1	1	..	32	32	25	18	25	18
General Assembly,	10	650	458	10	10	4	616	62	607	285	61	28
Christian Knowledge Society,	4	235	170	4	3	3	166	41	239	106	60	26
Free Church Congr. and Distr.,	9	574	393	9	8	5	612	68	580	212	64	24
Free Church Ladies' Association,	14	670	472	15	15	7	600	40	754	480	50	32
Gaelic School Society,	7	202	139	6	6	1	243	40	210	170	35	28
Endowed,	2	67	37	2	2	..	115	57	79	27	39	13
Subscription, etc.,	2	43	37	2	2	..	73	36	69	58	34	29
Total,	57	2815	1993	57	55	21	2912	51	2987	1569	52	28

The proportion of scholars to population is as follows:—

Population 1861.	Children, 3 to 15.	Children, 5 to 15.	On Rolls Dec. 1864.	In attendance.	On Rolls May 1865.	In attendance.
19,748	5258	4311	2815	1993	2987	1569

2815 scholars on the rolls gives the ratio of one in 7 to population; 1993 reduces it to 9·9; and 1569 to 12·5. Again, three-fifths of 5258 is 3153. The number on the rolls in summer was only 166 less than this, but the number in attendance was 1584 less. In short, in Skye, as elsewhere, though the number of children on the rolls presents a fair proportion to the population, the number in ordinary attendance is miserably short of what it ought to be.

Character of schools.

The quality of the instruction and the efficiency of the schools is generally respectable, better on the whole than in the Long Island. Some light is thrown on this by the fact that the proportion of teachers trained in Normal schools and certificated is larger, being of the former 27, and of the latter 11, out of 56 teachers conducting separate schools; while in the whole Long Island the respective proportions are 27 and 9, out of 98. Still, the proportion of them which appeared to me decidedly below the mark in efficiency was fully one-fifth of the whole. This was in most cases, though by no means in all, due chiefly to the age of the teachers. Of the parish schools, three are taught by men much beyond their prime, once, I believe, able teachers, but who ought to have been superannuated long ago. One of them in particular, that of Sleat, has for years been a parish school only in name. The teacher, a man of 73, is in

Parish schools.

Skye.

the forty-fifth year of his incumbency. Of the rest, one at least, that of Bracadale, is in a very low state of efficiency, and was, I believe, until a comparatively recent period, empty for some years. This fact has been attributed to the influence of a Free Church school in the neighbourhood, but the explanation cannot be regarded as adequate. The most efficiently conducted parochial schools are those of Duirinish, Raasay, and Kilmuir. The two former, and the Snizort one, are under Government inspection. Of four Christian Knowledge Society schools, those in Portree and Breakish are well conducted; of the other two I cannot say much. Of the two endowed schools I shall speak elsewhere. The General Assembly schools are, for the most part, creditably taught, a few above the average; one or two rather below it. Three out of the ten teachers are certificated. Of the Free Church schools, congregational and other, twenty-four in number, I found the general average respectable, some excellent, none positively inefficient. Of the nine congregational and district schools, three are under inspection; of the Ladies' Association schools none fulfil the Privy Council requirements. Two of the teachers, however, are certificated, and, as a class, these latter schools rank high in efficiency, save when left to incompetent substitutes.

Character of schools.

A pretty careful examination of nearly all the schools in the island left the impression, that with a more rigorous selection and supervision of teachers, a better provision for their maintenance and superannuation, and good buildings, there would be little to complain of in regard to the state of the schools. The proficiency shown by the pupils in many of them was exceedingly agreeable, and sometimes surprising. I make this remark here not as applicable specially to Skye, in comparison with the other islands, but on account of the circumstance that my examination of the schools there was more complete than in any of the others, nearly all of them having been in operation at the time of my visit.

The numbers of scholars learning the various branches were as follows:—

Scholars.

Scholars on Rolls.	Religious Instruction.	Reading.	Writing.	Arithmetic.	Needlework.	Other Industrial Work.	Geography.	English Grammar.	History.	Latin.	Greek.	Modern Languages.	Gaelic.	Algebra.	Euclid.	Elements of Physical Science.	Music from Notes.	Drawing.
2987	2317	2462	1548	1114	525	54	637	623	177	58	5	1	210	5	24	2	53	..
Percentage,	77·6	82·4	51·8	37·3	17·6	1·8	21·3	20·8	5·9	1·9	0·2	0·03	7·03	0·2	0·8	0·07	1·8	..

The very small numbers in the higher branches are noticeable; but at the season when these returns were made very few of the elder scholars were on the rolls of any of the schools.

Skye.

The religious denominations of the scholars on the rolls in December 1864 were returned as follows:—

Description of School.	Established Church.	Free Church.	Not stated.	Total.
Parochial, ...	201	116	24	341
Side, ...	.....	33	.....	33
Church of Scotland, .	432	417	103	952
Free Church, . .	119	1195	132	1446
Subscription, . .	7	30	6	43
Total,	759	1791	265	2815

It will be observed that nearly a third of the Free Church scholars are in schools superintended by the Established Church. The proportion of Established Church children in Free Church schools is much smaller.

Finances.

The total income of the fifty-seven schools for the year was £1820, 17s., being an average of £31, 18s. 10d. to each school, and of £23, 19s. 2d. to each of seventy-six teachers. The average cost per scholar in attendance in December 1864 was 18s. 3d. The highest income of any teacher was £94, the lowest £3, 17s. 6d. The total amount of fees for the year was £119, 8s. 6d.; of Privy Council grants, £167, 4s. 6d.

Buildings.

The state of many of the school buildings is wretched. I thought, until I had visited some other islands, that nothing could be worse than some of them. This description applies more to the schools of the Free Church Ladies' Association as a class, than to any other; but two at least of the seven parish schoolhouses, those of Sleat and Strath, are as bad in accommodation as any of their class in the Hebrides, while that of Portree is but slightly better. The only very good parish schoolhouses are those of Kilmuir and Raasay side-school, both new. The best buildings generally are the Free Church congregational ones, and the General Assembly schoolhouses. Of the whole number, I noted 15 as good, 18 tolerable, and 24 inadequate or bad, the latter being in larger proportion than in Lewis.

Past state of education in Skye.

Of Skye, as of the other islands, it may be said that the general extension of the means of education has been a recent thing. In the Old Statistical Account in 1792, no mention is made of schools in the parishes of Bracadale, Duirinish, or Kilmuir, perhaps on the principle of not exposing the nakedness of the land. Of Portree, the fact of there being a parish school which sent three students that year to the University, and was attended by 'seldom less than thirty in summer,' is recorded with apparent complacency. In Sleat, in like manner, it is said, 'there is a parish school, in which most 'branches of literature are taught by Mr. James Beverley, a native 'of Aberdeen.' It is added that the number of scholars 'varies from 'twenty-five to forty;' and that 'there has been no society school 'in the parish since 1778.' Strath also had its parish school, with an attendance in winter of 'about sixty; in summer, scarce the half.' Such was the state of education in Skye at the end of last century.

Very few indeed but the sons of tacksmen and the superior class of tenants received any education at that time. Mr. James Macdonald, writing about it in 1811, laments the existing state of matters, and while apparently unwilling to lay blame on the clergy, seems to imply that the fault lay chiefly with them.[1] Fortunately that state of things has passed away long ago. Between this and 1825 there appears to have been a great improvement. The Gaelic School Society arose, and the Gaelic schools here, as elsewhere, gave a stimulus to the teaching of English. In 1825 there were no less than forty-one schools in Skye, of which sixteen were Gaelic schools. The number seems to have fallen off again in the next ten years, being only thirty-seven at the date of the New Statistical Account. At present, as seen above, it is fifty-seven, of which twenty-four, connected with the Free Church, have sprung up since 1843, besides several others. Skye.

It need not surprise us therefore to find that even in this important island, which has contributed until recently so large a proportion of respectable members to the learned professions, and still more to the army, there should yet be a great number of totally illiterate persons among the adult population. The number is probably State of adult education.

[1] The following are his observations on the subject:— 'There are few schools 'regularly taught all the year round, and the number of children attending the 'parochial schools of the island is less than we might expect in any civilized 'country in Europe of the same population. How this comes to pass a stranger 'may conjecture, but he cannot easily, or without pain, fix the blame exclusively 'on any particular set of individuals. The proprietors pay the schoolmasters' 'salaries, or, which is eventually the same thing, their tenants pay them, being 'bound so to do by the conditions of their leases, and a suitable consideration 'being allowed them for this, as for other burdens, in the terms of such leases. 'The tenants pay not only the regular parochial salary now mentioned, and that, 'too, in parishes where no schools have been held for many years, but also *private* '*teachers*, very high wages for the sake of their children. Indeed, if they did 'not, they would receive little religious or moral education whatsoever. Appa-'rently, therefore, neither the proprietors or tenants are to be blamed for the 'deficiency and irregularity of parochial schools in Skye. Are the clergy, 'then, indifferent or careless, and do they neglect one of the most valuable and 'sacred parts of their functions, the superintendence of the schools in their 'parishes, and the inspection of the moral education of youth? This would be 'a heavy charge; and although often brought against the Hebridean clergy on 'what appears to be plausible evidence, it cannot be easily believed by any man 'who is personally acquainted with that respectable order of our society. But 'while the proprietors, clergy, and tenants of this populous district may ward off 'the disgrace attached to the slovenly system of public instruction and the edu-'cation of youth from their own shoulders respectively, it is plain that the blame 'lies somewhere among them, and certainly very little of it can be imputed to 'the tenants. It is the interest of that class, as well as their duty, to have ex-'cellent parochial schools, and it must be allowed that even the poorest of them 'manifest a laudable disposition to procure, by their own endeavours, and at their 'private expense, for their children, that education which is unhappily withheld 'from them by the mismanagement of the public establishments of the island. 'We have ventured these remarks in this place rather than anywhere else, in de-'scribing the present situation of the Hebrides, not because Skye is worse managed 'than the other isles (for the same complaints apply to many others), but because 'any defects in public institutions here are more extensively pernicious than they 'can be on the less populous isles; and because this important district, which 'was once celebrated for its excellent schools, ought to set that example to the 'adjoining countries which it was wont to do for many generations.'

Skye.

greater than those best acquainted with the district imagine, and though considerably smaller than it was forty years ago, is still such as to exhibit the urgent need of increased efforts for the improvement of education in the island.

Statistics in 1825;

In 1825, out of 14,372 persons in Skye above eight years of age, only 3929 could read, while 10,443 could not read, or 72·6 per cent. of those above that age, and 54·4 of the whole population.

in 1865.

In 1865, out of 6212 persons above sixteen years of age, among whom the calculation was made, 2863 could not read, which is probably about 34·4 of the whole population. To these 2863, however, there are to be added 1588 who can only read 'with difficulty.' So that 4451 in all, out of 6212 persons, or 71·7 per cent. of all those above the age of 16, and out of school, are unable to read with ease or profit, a fact which I confess took myself unpleasantly by surprise.

The following table brings out the sum of the statistics in regard to this subject. (For details, see Appendix, p. 192.)

Persons enumerated.	Can read.	Cannot Read.	Read English, or English and Gaelic.	Read Gaelic only.	Read fluently.	Read with difficulty.	Can write.	Cannot write.
Males, . 2863	1973	890	1653	320	1096	877	1366	1497
Females, 3349	1376	1973	713	663	665	711	415	2934
Total, 6212	3349	2863	2366	983	1761	1588	1781	4434

These figures need no comment. The sad disproportion between the numbers of men and women that can read and write is, as usual, conspicuous; the percentage of men that can nominally read being 68·9, and of women 41·0; of men that can write 47·3, of women only 12·3.

While therefore, as compared with Lewis and most of the Long Island, the state of adult education in Skye is advanced, it is far behind that of some of the southern Hebrides, as will appear hereafter.

Progress of English.

As might be supposed, from the fact that large numbers of the adult population annually visit the south for employment, while in summer the island is much frequented by strangers, there is more knowledge of English among the inhabitants than in the Outer Hebrides. In the villages in particular, such as Portree, Broadford, and Kyleakin, where the steamers regularly call, the rising generation are growing up in the habit of speaking English, and may be heard addressing each other in that language as often as in the mother tongue.

Small Isles.

Small Isles.

This parish, which is included in the Presbytery of Skye, and was at one time under the pastoral superintendence of the minister of Strath in that island—a wide diocese,—comprises Cannay, Rum, Eigg, and Muck, each owned by a different proprietor. The largest

Rum.

of these, Rum, a very mountainous island, lying about eight miles from the coast of Skye, was formerly inhabited by a considerable

population.[1] It now forms one sheep-farm, and the only inhabitants are a few shepherds and their families, who have no means of education beyond what they can themselves impart to their children. Small Isles.

Cannay, a smaller but more fertile island, between five and six miles in length, lies some five miles to the north-west of Rum. It had a population in 1861 of 127, but has had no school, so far as I have been able to learn, for several years. The last schoolmaster was sent by the Free Church Ladies' Association, but was withdrawn, after a short time, in consequence of the want of a suitable schoolhouse. The inhabitants are mostly, if not all, Roman Catholics. This is one of the localities where a school is absolutely wanted. Cannay.

Eigg, the seat of the parish church, manse, and school, is about four miles to the south-east of Rum. It is about six miles long by four in breadth, and contains excellent pasture, as well as some good arable land, and very remarkable scenery. The population in 1861 was 309, dependent chiefly on the produce of the soil, and apparently not in bad circumstances, as compared with their neighbours in other islands. A considerable number belong to the Roman Catholic Church, and are under the pastoral care of a resident priest. Of the Protestants, the majority adhere to the Free Church, though without a church, a permanent minister, or even a catechist. The school is suitably situated, with good accommodation, and is quite adequate to the requirements of the population. The number on the roll in August 1865 was forty-two. I examined it on a Saturday, when the attendance was below the average,—only twelve boys and five girls. Needlework is taught by a female teacher. Eigg.

The state of education here appears to be considerably better than it was in 1836, when the parish minister reported that 'the present 'schoolmaster is not noted for attention to his scholars, or diligence 'in the discharge of his duty,' adding that there were about 600 persons in the parish above six years of age (in a population of 1005), who could neither read nor write. From a calculation made by Professor Macpherson in autumn 1865, the number of men and women respectively, above sixteen, unable to read in Eigg, was 31 and 69, and unable to write 46 and 97, out of a total of 92 and 121 of each sex.

The Isle of Muck, which lies about two and a half miles to the south-west of Eigg, is about two miles long by one in breadth. It is low, fertile, and grassy. The population is about fifty, all Protestants. The number of children at the school age is of course inconsiderable, but they are without any school or teacher. Muck.

Mull, Iona, etc.

Mull, the third in size of the Hebrides, is above thirty miles in extreme length, with an average breadth of about twelve. Its outline is very irregular, and it is indented by some large arms Mull. Physical characteristics.

[1] In 1791 the populations of the four islands were respectively as follows:—Rum, 443, Eigg, 399, Cannay, 304, Muck, 193; total, 1339. In 1861 they were, Eigg, 309, Cannay, 127, Rum, 73, Muck, 58; total, 567. In 1821 their combined population had risen to 1620, and in the following decennial periods it fell to 1005, 993, 916, and 567. Nearly the whole population of Rum emigrated to America in 1826. In 1791 there were 799 Protestants and 540 Roman Catholics; the former denomination is now perhaps slightly in the minority in the parish.

Mull, etc. of the sea on the west side. Like Skye, it is for the most part mountain and moor, chiefly devoted to sheep-pasture, and with little arable land comparatively. Dean Monroe, writing in 1542, says it is 'ane grate roughe iyle, noch the les it is fertil and fruitfull.' The former description still applies, the latter to a very limited degree.[1]

Population. The population of Mull in 1861 was 6834; including the adjacent islands it was 7331. The condition of the peasantry appears to be in general much the same as in Skye, varying, as elsewhere, on different properties. There is little regular fishing, but herring are sometimes caught in large quantities in the western lochs. Nor does the practice of migration to the south for summer and harvest work prevail here extensively as in Skye. The granite quarries on the coast opposite Iona afford employment to but few of the inhabitants of the district, the workmen employed being generally strangers, a practice of doubtful expediency. Property in Mull is more subdivided than in any other of the Hebrides, there being not less than twenty-two proprietors in this and the neighbouring islands.[2] The changes in this respect have been very numerous within the last quarter of a century.[3]

Parochial division. There are three civil parishes in Mull:—(1.) Kilfinichen and Kilvickeon; (2.) Kilninian and Kilmore; and (3.) Torosay; besides four *quoad sacra* parishes, forming parts of these, viz., Kinlochspelvie, Salen, Tobermory, and Ulva. At present there is no clergyman of any other denomination than the Established Church in Mull or the neighbouring islands, except Iona, where there is a Free as well as an Established Church minister. Iona, with part of Kilfinichen and Kilvickeon in Mull, forms a Parliamentary parish, as does Ulva with part of Kilninian and Kilmore. The latter parish also includes the islands of Inchkenneth, Gometra, and Little Colonsay, each with a few inhabitants. Of these adjacent islands, Iona, with 270 inhabitants, has a Parliamentary school, and Little Colonsay, with twenty-five inhabitants, supported a teacher temporarily till within the last few months.

[1] But though Mull is rough and mountainous, nothing could be more incorrect than Dr. Macculloch's description of it as 'a detestable island, trackless and 'repulsive, rude, without beauty, stormy, rainy, and dreary.' Even Dr. Johnson, though chafed by the loss of his walking-stick, expressed no such intemperate opinion. The truth is, that Mull has more of beautiful as well as grand scenery than any other of the Hebrides except Skye.

As regards productiveness, it is still, as it has always been, adapted for grazing rather than for agriculture. Potatoes were, indeed, exported in considerable quantities previous to the failure of the crop, but even at the commencement of this century it was stated by Macdonald, in his 'View of the Agriculture 'of the Hebrides,' that Mull 'does not yield half the meal consumed by the in-'habitants.' Sir John M'Neill, in his 'Report on the Highlands and Islands' in 1851, gives statistics of the quantities of meal imported into the island since 1846. They appear to be much about the same in more recent years (14 to 15,000 bolls per annum), though the population has considerably decreased.

[2] The assessed land rental of Mull and the adjacent islands in 1864, including land in occupation of owners, was £22,562; poor-rates on that rental, £2790; other rates, £1179. The total assessment for the poor in 1865 was £2588, of which £2199 were expended in the relief of 788 registered and casual poor and dependants.

[3] I believe the only hereditary properties in the island now are those of the Duke of Argyll, Torloisk, and Lochbuy.

At the time of my visit, October 1865, most of the schools in Mull had their vacation, and I was prevented from seeing some others in operation by the occurrence of a general holiday, in connexion with a fair in the neighbourhood. I can therefore offer no opinion with regard to their general condition. With regard to those I examined, I am able to report favourably. These were the parish school of Torosay, and the Parliamentary schools of Kinlochspelvie and Iona; the Free Church school at Tobermory, the Church of Scotland Ladies' school at Torrins, and the Gaelic school at Gribun.[1] Mull, etc. Schools.

In some very obvious respects, however, there is much need of improvement in this island with regard to the schools. The defects of the existing provisions with regard to parish school buildings are here notably exemplified. I shall speak of it again under that special head; meantime, I may mention, that in the parish of Kilfinichen, there is at Ardmeanach a side-school, which for many years has shared with the chief-parochial school the school stent of the parish. But neither schoolhouse nor dwelling has ever been supplied to the schoolmaster. Parochial school buildings. Ardmeanach.

At Killiemore, in the parish of Kilninian and Kilmore, the Parliamentary school building has been allowed to fall into a ruinous state; one consequence of which is that the schoolmaster has lost the benefit of his Government certificate. I thus noted its condition:—'Slated house of two stories; schoolroom on 'ground floor, now uninhabitable; earthen floor, full of hills and 'valleys; two windows without sashes, woodwork having rotted 'away; general aspect of dilapidation; school, when in operation, held upstairs, in what should be teacher's dwelling—'he lodges elsewhere; two small attics opening into each other; 'one side window in the one; rotten sash; small skylight in the 'other; four benches; one writing-desk, single-sided; general 'traces of the prevalence of wind, rain, and smoke.' The parish school of this district is not so bad as some others; but this is its description:—'Old building; low roof (eight feet); earthen floor; 'damp and mouldy appearance; three dilapidated windows on one 'side.' In this parish there are, I believe, not less than thirteen heritors, which may perhaps account in some measure for difficulty in getting school buildings attended to. Killiemore. Parish schoolhouse.

At Fishnish, again, within the bounds of the civil parish of Torosay, and in the Parliamentary parish of Salen, there is a side-school, accommodated in a miserable thatched bothie, with little furniture, and that of the rudest sort. The master's desk, the only one in the place, had apparently been constructed out of an unplaned piece of drift-wood, and the seats consisted of boards resting on stones. The Fishnish.

[1] This place, which immediately faces the island of Inchkenneth, has been already referred to as one of the most inaccessible in the district. I know none indeed more effectually secluded from the world. I came to it on a day of wind and rain, and found the schoolmaster teaching his small flock in a little dilapidated barn, open to all the winds of heaven, with no seats but stones and bundles of straw. His temporary dwelling-house had been originally little better, but was made, by the skill and tidiness of his wife, to look almost comfortable, though one could see daylight distinctly through holes in the wall. I was glad to find a good new house in progress of erection for this worthy couple, by the proprietor, the Duke of Argyll. I hope they got into it before December.

Mull, etc.

other end of the building appeared to be made available, it being vacation time, as an occasional shelter for sheep, a lock to the door being deemed a superfluity.

Two other so-called 'side-schools' in the same parish, at Crogan and Glencannel respectively, received, till lately, a share of the school stent, though neither of them came legitimately under the description of school entitled to that privilege, both of them being taught by country lads who had undergone no examination by the Presbytery. The Glencannel school is still ranked for its share of the stent, £5. It is a movable institution for the benefit of the few families of shepherds in the glens. It is but fair to add that this is the only parish in the Hebrides in which the heritors tax themselves to the maximum amount for schools, viz., £80.

Some good school buildings.

A larger proportion, however, of the school buildings in Mull are good than in any of the islands hitherto described, and some of them are of the very best description. Of these are the Free Church school at Tobermory, the female school at Dervaig (erected by Miss Maclean of Coll), the female school at Salen, and the two new schoolhouses at Frackadale and Cragaig, erected with the help of the proprietors, by the exertions of the Rev. Mr. Turner, minister of Kilninian and Kilmore. Of 28 schools in the Mull district I found the buildings of 13 good, 7 tolerable, and 5 bad; while three schools somehow contrived to exist without any local habitation at all.

No. of schools and scholars.

The following table exhibits the number, etc., of the schools. It does not include one at Sorne, erected by the proprietor, but not in operation at the time of my visit, nor since then, so far as I am aware. In reference to the number in attendance in October 1865, it will be remembered that many of the schools were in vacation at the time.

Description of School.	From Registrars' Returns, December 1864.					From Schoolmasters' Returns, October 1865.						
	No. of Schools.	No. of Scholars on Roll.	No. of Scholars in actual Attendance.	Proportion of Scholars on Roll to each School.	Proportion of Scholars in attendance to each School.	No. of Schools.	No. of Teachers. M.	No. of Teachers. F.	Accommodation at 8 sq. ft. each Scholar for	Average accommodation of each School.	No. of Scholars on Roll.	No. of Scholars in actual Attendance.
Parochial,	3	150	102	50	34	3	3	..	189	63	148	34
Parliamentary,	5	247	195	49	39	5	5		326	65	252	163
Side,	4	65	58	16	14	4	4	..	372	18	83	46
Church of Scotland,	11	576	395	52	36	11	6	5	670	61	578	254
Free Church,	4	188	139	47	35	5	5	..	176	35	183	110
Proprietary,	1	32	21	32	21	..	..	..	..	..	.	..
Total,	28	1258	910	45	32	28	23	5	1433	51	1244	597

The number of children in this district in 1861, between the ages of three and fifteen, was 2031. Of these, more than three-fifths were on the school rolls at both the above dates; the number at the earlier date giving the ratio to population of 5·9, while the number in attendance gives the ratio of 8·0; both above the insular average.

The numbers on the rolls in the various branches were as follows:— Mull, etc.

Total Scholars.	Religious Instruction.	Reading.	Writing.	Arithmetic.	Needlework.	Other Industrial work.	Geography.	English Grammar.	History.	Latin.	Greek.	Modern Languages.	Gaelic.	Algebra.	Euclid.	Music.
1244	849	1122	605	472	171	90	217	248	86	20	2	2	46	4	10	78
Per cent.	68·2	90·2	48·6	37·9	13·7	7·2	17·4	19·9	6·9	1·6	0·1	0 1	3	0·3	0·8	6·3

Of those above classed under 'Church of Scotland,' three are General Assembly schools, three are supported by the Christian Knowledge Society, and the rest by subscription. The Free Church schools include one congregational, two of the Gaelic School Society,[1] one of the Free Church Ladies' Association, and one supported by the inhabitants. The existing female schools are, I believe, all well conducted; but they are only five in number in this large island; and a few more female teachers attached to the existing schools are required.

The number of certificated teachers bears a higher proportion to the total than in any other of the Hebrides, except Islay, being seven out of twenty-eight. Their average income is also better than in any other of the islands, except Islay; it amounted last year to £29, 14s. 6d. The total income of the schools was £832, 6s. 9d., giving 18s. 3½d. as the average cost per scholar in attendance in December 1864. The amount of fees for the year, though but small, £117, 9s. 9d., was, in proportion to the population, considerably more than double the amount collected in Lewis or Skye. No. of certificated teachers. Income.

The religious denominations of the scholars on the rolls of the various schools in December 1864 were as follows:—

Description of School.	Established Church.	Free Church.	Roman Catholic Church.	Not stated.	Total.
Parochial, . . .	103	37	...	10	150
Side, ...	34	31	...	...	65
Parliamentary, .	151	86	2	8	247
Church of Scotland,	429	126	...	21	576
Free Church, . .	45	102	...	41	188
Undenominational,	9	21	...	2	32
Total, .	771	403	2	82	1258

[1] One has been already noticed; the other is placed in the village of Tobermory. I do not like to say anything against the arrangements of so admirable an institution as the Gaelic School Society, but this school appears to me to be, educationally considered, a mere luxury.

Mull, etc.

State of education in 1792.

The present state of education in Mull affords as great a contrast to the past as does that of any of the other islands. In 1792 there were only eight schools in the district, while the population was larger than it is now by 685. Kilfinichen parish, with 3002 inhabitants, had only the parish school and a Christian Knowledge Society school in Iona, besides some 'boys teaching in different 'corners of the parish.' Of the former the minister reported in the Statistical Account, 'Such is its wretched state that the school-'master is a man who, upon examination, was refused by Dr. 'Kemp to be assistant to the charity school of Iona.' Of the school salary of £8, 6s. 8d., it was said 'the Duke of Argyll pays 'his share, which is between £4 and £5, but the rest of the heritors 'pay none, pleading as an excuse that the school is of no service to 'their properties.' The heritors at that time do not appear to have been much interested in education, for it is added, 'There was a 'charity school at Ardmeanach for two years; but as the heritors of 'that district did not accommodate the schoolmaster according to the 'regulations of the Society, it was withdrawn.' The parish of Kilninian, at the same date, had three schools, for 3281 inhabitants: the parish school, with a salary of £10, but 'without any accommodation 'whatever;' a Christian Knowledge Society school on Coll's property; and another in Ulva. The parish of Torosay, with 1733 inhabitants, still more widely scattered, had the same number of schools, and of the same description, and all thinly attended—20 to 30, 20 to 35, and 8 to 18 being the reported numbers.

1825.

1845.

In 1825 the number of schools was sixteen, of which seven were Gaelic schools, being an addition of only one English school in thirty-four years. In 1845 the number had risen to twenty-six, of which five were Gaelic schools. The number in 1865 was twenty-eight, of which only two were Gaelic schools. There are no statistics on record of the state of adult education at any of the periods above referred to; with regard to the present, from the calculations made in limited portions of the island (see Appendix), it would seem that the capacity to read and write is much more general among the adults than in Skye or the Long Island.

Coll.

Coll.

Physical aspect.

This island lies to the north-west of Mull; their nearest points are about seven miles apart. Coll is about twelve miles long by three in breadth. It has a forbidding rocky aspect on the south and east, and is rocky and mossy in the interior, while on the western and northern sides the soil is sandy and comparatively level. The population is chiefly confined to the south-western and northern sides of the island, and their means of subsistence are derived from the soil and a little fishing. Several pasture farms are occupied by tenants from the south. The island belongs to two proprietors, Mr. Stewart and Mr. Campbell. It was formerly included in the parish of Tiree and Coll, but has recently been erected into a parish *quoad omnia*. There is also a Free church on the north side of the island.

School provision.

Educationally, this is the worst provided island in the Hebrides,

except Cannay; but being now a separate parish, it will of course be provided with a parish school. At present it has only one school to a population of 781, a considerable number of whom are at a distance of seven or eight miles from it. The existing school, a General Assembly school, is in a very efficient state, under a certificated master, with good new buildings and furniture. Probably one other good school, at a central point, such as Arnabost, on the north side of the island, would sufficiently supply the wants of the population. This island had more schools formerly than now. In 1845 there were three, a General Assembly, a Christian Knowledge Society, and a Gaelic school. The population has decreased since then, but not in such measure as to make one school sufficient where three were supported formerly.[1] Coll.

Tiree

lies to the south-west of Coll, in nearly the same line, and separated from it by a channel about two miles in breadth. Though still flatter, the flattest of all the Hebrides, it possesses more attraction than Coll, being generally green and fertile. It contains one perfectly level plain, called the Reef, of about 1400 acres in area, the surface of which in summer, profusely decked with clover and bluebells, presents an aspect of singular beauty. The island is thickly populated, though the number of inhabitants is now less than it was in 1801, and has steadily decreased since 1841. The population of the parish, including Coll, was then 5833, while in 1861 it was 3998, nearly 2000 less. Most of the crofters are in good circumstances, the cottars generally very poor. The aspect of their dwellings is ordinarily more substantial and comfortable than in any other of the islands I visited. The walls are of great thickness, and filled internally with a layer of sand. This carries off the moisture from the roof, which, instead of resting as usual on the edge of the wall, rises from its centre, leaving a broad space beyond, all round the top, where if grass grows sheep may pasture. There are chimneys in almost every house, and windows deeply embayed in the thick walls. The interior arrangements of the better cottages are correspondingly superior to what is found in the general run of Hebridean dwellings. The same style of building is practised to some extent in various parts of the Long Island, but without the same neatness of architecture. The native supply of peats having become exhausted, all the fuel of the island is imported from other quarters. The roads are in a very bad condition even for carts; for any lighter vehicle they seem not to have been intended. Tiree. Physical description. Population. Houses.

There is little occupation in Tiree beyond the cultivation of the soil. About twenty smacks, of from ten to thirty tons burden, are employed in ferrying cattle and other commodities. The only safe port for boats, besides that constructed for the use of the Skerryvore establishment at Heynish, is at Scarinish on the south-east of the island, and is small and difficult of entrance. On the west of the island is a kelp-factory belonging to the British Seaweed Company, Inhabitants.

[1] The Gaelic School Society has recently sent a teacher to Coll.

Tiree.

where iodine and other products are extracted from the seaweed. There is also a marble quarry in the island, but not wrought at present. The sole proprietor is the Duke of Argyll. Most of the population adhere to the Established Church, the only other denomination having a place of worship being the Independents. Of 416 scholars reported on the rolls of the schools in December 1864, all but 67 were returned as connected with the Established Church. Only 19 were returned as connected with the Free Church.

Schools.

This island is well supplied with schools, most of them in a very efficient state. The number is nine, one of which, a new school, erected by Lady Emma Campbell, had not got a teacher at the time of my visit. One at least of the nine might be dispensed with, all of them being quite conveniently situated for the population. They are classified as follows:—

Description.	No.	Scholars on Roll, December 1864.	Attendance, December 1864.	On Roll, August 1865.	Attendance, August 1865.	Accommodation at 8 sq. feet.
Parochial, ...	2	186	142	171	89	145
General Assembly, . .	2	45	32	149	90	101
Christian Knowledge Society,	1	55	35	82	24	48
Free Church Ladies' Association, . . .	4	130	90	182	122	160
Total, . .	9	416	299	584	325	454

School statistics.

In explanation of these figures it has to be mentioned, that one of the General Assembly schools was vacant at the date of the first return, and one of the Free Church schools, the new one above mentioned, at both dates. The total in attendance will be found also to differ slightly from that in the tables in the Appendix, representing as it does the numbers found by me in the schools, while the other gives the numbers in attendance when the schedules were filled up. The discrepancy is not so great as it would have been in the case of some other districts, had I been able, as here, to make the comparison from having seen every school in operation. The number on the roll of the Christian Knowledge Society school looks very like a mistake, but it is so put down in the schedule. The building is not good; but there are other schools liable to the same remark, of which it cannot be said, as of this one, that they are decidedly inefficient. The locality, however, requires a school. Of those deserving of special mention are the parish school at Kirkipol, one of the best in the Hebrides, and distinguished by the use of the monitorial system; the Free Church Ladies' Association school at Balmartin, a large and well-conducted school; and the General Assembly female school at Cornaigbeg, which, though but recently opened, gave indications of careful instruction and

good discipline. The master and mistress of the first and last mentioned schools are the only certificated teachers in the island. There are two other female teachers, in connexion with the Free Church Ladies' Association schools of Balmartin and Caolas. The numbers on the rolls learning various branches in the schools of this parish, including Coll, were as follows:— Tiree.

Scholars on Rolls.	Religious Instruction.	Reading.	Writing.	Arithmetic.	Needlework.	Geography.	English Grammar.	History.	Latin.	Gaelic.	Modern Languages.	Mechanics.	Algebra.	Euclid.	Music.
620	367	534	352	252	81	148	100	58	11	137	5	2	3	5	70
Per cent.	59·2	86·1	56·8	40·6	13·1	23·9	16·1	9·3	1·8	22·0	0·8	0·3	0·5	0·8	11·3

The number learning classics and mathematics is below the average of the district. There are none learning Greek or drawing, but the number learning music is greater than anywhere else in the Hebrides. The taste for this latter branch seems to be of old origin. It is mentioned in the first Statistical Account that an itinerant church-music teacher from the Christian Knowledge Society was so popular in the island, that people of threescore and ten attended his classes. There is no Gaelic school in the island, but Gaelic reading is taught in the Free Church Ladies' Association schools, as well as English.

Though the schools are generally pretty well attended, there is manifestly a considerable number of children in the island who are not at school. The population in 1861 was 3217, of whom 955 were between three and fifteen years of age. Three-fifths of the latter sum are 573, and the number on the rolls in August 1865 was 584. But the number a few months previously was only 416, which gives the ratio of one in 7·7 to the population in 1861; while the attendance at the two dates was only 299 and 325 respectively. Substituting, however, the recent enumeration of the inhabitants for that of 1861, the ratio of scholars to population in August 1865 becomes one in 5·0, instead of one in 7·7. Attendance.

There has been no increase in the number of schools since 1845, when there were eight English schools and one Gaelic school in the island. But their quality has improved, five of those existing at that time being said in the Statistical Account to be taught by 'inexperienced country lads,' with salaries varying from £10 to £18.

The total income of the eight schools for last year was £270, 10s., being an average of £33, 16s. 3d., and of £27 to each of the ten teachers.

I have been favoured by the parish minister, the Rev. J. G. Campbell, with a careful calculation, founded on personal inquiry, of the state of education among the adults, of which the following is the result:— State of adult education.

Tiree.

Statistics of adult education.

	Above Sixteen Years of Age.	Read English and Gaelic.	Read English only.	Read Gaelic only.	Total able to Read.	Unable to Read.	Able to Write.	Unable to Write.
Males,	914	560	80	38	683	230	575	339
Females,	993	392	85	97	574	419	348	635
Total,	1907	952	171	135	1258	649	923	974

This shows a considerably better state of matters than in the more northern islands, even in the absence of the additional test of 'reading fluently.' It is still sufficiently indicative of past neglect; the number of adults unable to read being rather more than a third of the whole, and of those unable to write above the half. The proportion of women, too, unable to read or write, though so much larger than that of men, is small as compared with that in the Isle of Skye; the number in Tiree able to write being more than a third of the whole enumerated, while in Skye it was only an eighth.

Decrease of the population.

According to the enumeration made by Mr. Campbell, the population has decreased considerably since 1861. It was then 3217. If Mr. Campbell's calculation be correct, and he is satisfied it cannot be above 50 wrong altogether, the present population is only 2968, being a decrease of at least 200 in five years. There has been no emigration in the interval to account for this, so that it must be attributed to the voluntary movement of individuals in other directions. The same process appears to be going on in a still more remarkable degree in Islay, as will presently be shown.

Colonsay.

Colonsay.

Physical description.

This island lies in the open sea between Mull and Islay, from the nearest points of which it is distant about twelve and eight miles respectively. It is about eight miles in length and three in breadth, of irregular and agreeably diversified surface, with no high hills, and good soil and pasture. The smaller island of Oronsay lies close to it on the south. The condition of the inhabitants is better here than in most of the Hebrides. A good many of the crofters occupy comfortable slated houses, built on a somewhat novel plan, devised by the proprietor, the Right Honourable Duncan M'Neill, who has executed great improvements of various sorts, and takes much interest in the education of the inhabitants.

Schools.

There are two schools in the island, which are suitably placed for the convenience of the whole population, and are, I believe, efficiently conducted. The one is the parish school; the other a Christian Knowledge Society school. A female teacher divides her services between them. The number on the rolls in December 1864 was 81; in attendance, 68; on the rolls in December 1865, 87; in attendance, 72. The number for whom accommodation at eight square feet is provided is 102, and the buildings are good. The

population in 1861 was 598, of whom 183 were between three and fifteen years of age. Judged by figures alone, the proportion of scholars to population is lower here than in any of the other Argyleshire islands, except Coll. But I understand there are very few of the inhabitants, and these all aged persons, unable to read and write. Colonsay.

The numbers reported as learning the various branches are as follows:— Scholars.

Total Scholars.	Religious Instruction.	Reading.	Writing.	Arithmetic.	Needlework.	Geography.	Grammar.	History.	Latin.	Euclid.
87	61	86	64	44	17	17	21	5	1	2
Per cent.,	70·1	98·8	73·5	50·6	19·5	19·5	24·1	5·7	1·1	2·3

The proportion learning writing and arithmetic is above the average.

The combined income of the schools was £75, of which the sum of £18 was returned under the head of school fees. This also is greatly above the average. Only eight scholars out of eighty-seven are returned as paying nothing, which in the Hebrides is very unusual. Income and school fees.

Islay,

the fourth in size of the Hebrides, is about twenty-five miles in length, by twenty-two in extreme breadth. It contains, however, more arable land than any of the other islands, and is in every respect the most productive. It has considerable mineral riches, and a lead mine (yielding also some silver and copper) is still worked a few miles to the north of Islay House. There are no less than nine distilleries at work in the island.[1] There is a considerable mountainous tract in the parish of Kildalton, but the greater part of the surface of the island is moderately level, as compared with the general character of Hebridean scenery. The climate is less humid than in Skye, Mull, or even in the neighbouring island of Jura, in which the mountains attain a much greater elevation, and there is less drainage and agriculture. Islay is also less cut up by the sea than these larger islands. The only deep bay is Lochinadaal on the south-west, of which the entrance for Bowmore is very dangerous for large ships. There is little fishing on the coast, the only place where it is regularly practised being Portnahaven, from which the native fishers sometimes voyage to Barray and the north of Ireland. The number of proprietors is five, of whom two, Mr. Islay. Physical characteristics.

[1] It might perhaps be concluded from this fact that whisky is much used in Islay; but the case is quite otherwise.

Islay.

Condition of inhabitants.

Morrison and Mr. Ramsay, own above four-fifths of the island.[1] The condition of the crofters is, on the whole, better than in most of the Hebrides, but many of the inhabitants are very poor, especially in the villages.[2] A good deal of occupation is regularly afforded by the agricultural and other improvements going on in the island. Some kelp is made on Mr. Ramsay's property. Flax and woollen spinning were formerly important branches of industry here, but neither is now carried on to any considerable extent.

Churches.

The island is divided into three civil parishes, Bowmore or Killarow, Kilchoman, and Kildalton, which include respectively the three *quoad sacra* parishes of Kilmeny, Portnahaven, and Oa. There are also four Free Churches, at Bowmore, Kilmeny, Port Ellen, and Portnahaven respectively. The majority of the inhabitants are connected with the Established Church.

Schools.

The number of schools in the island is twenty-five, as exhibited in the annexed table,—one less than at the same date last year,—the Free Church School at Port Ellen having been discontinued, in consequence of the appointment of the master to the parish school.

Destitute localities.

No part of the population is too far removed from the existing schools to make use of them, except in the north-eastern part of Kildalton, where there is a population of about 150, at distances of from six to ten miles from the nearest school. This population is, however, so scattered, that there seems difficulty in finding a central point for one school that would suit them all.

The district of Tormisdale, in the parish of Kilchoman, is also mentioned in the notes appended to the registrar's returns as in want of a school. But the total population is only eighty-three, and there are two schools in opposite directions, not above four miles off. At present, however, the inhabitants support a teacher, a youth from the district, who has twenty-seven scholars on his roll.

The district of Lyribols, in the parish of Bowmore, is also mentioned as in want of a school; but its distance from two other schools, on the south and east respectively, does not appear to be at any point four miles.

Statistics.

That calculations, founded on the census of 1861, are not of much value at this date, unless checked by correct recent information, is strikingly shown in the case of Islay. In the tables to be found in the Appendix, it figures only seventh among the principal islands, in the proportion of scholars to population, the calculation being based on the census of 1861. If, however, the present population were taken as the basis, Islay would assume the first place, both as to the number on the rolls and the actual attendance, the ratios being in the one case 6·5 and 8·0, in the other 5·3 and 6·7, actually a higher average of scholars than any county in Scotland. The

[1] The assessed land rental, as previously mentioned, was £24,591 in 1864.

[2] By the recent enumeration it appears that of 1866 householders in the island, 617 are tenants or crofters, while there are no less than 628 cottars. The assessment for the poor in 1864-5 was £4159; of which £3074 were expended in the relief of 842 paupers of all classes and their dependants. The number of registered poor belonging to the island in December 1865 was 408.

Schools in Islay.

Islay.

Table of schools and scholars.

Description of School.	December 1864.					Religious Denominations of Scholars.				December 1865.						
	No. of Schools.	Scholars on Roll.	Actual Attendance.	Proportion of Scholars on Roll to each School.	Proportion in Attendance to ditto.	Established Church.	Free Church.	Roman Catholic Church.	Other Denominations, or not stated.	No. of Schools.	No. of Teachers. M.	No. of Teachers. F.	Accommodation at 8 sq. ft. each for	Average Accommodation per School.	Scholars on Roll.	In Actual Attendance.
Parochial,	3	267	209	89	70	230	34	...	3	3	4	2	281	94	348	262
Parliamentary,	3	147	122	49	41	114	16	2	15	3	3	1	162	54	149	127
Church of Scotland,	5	313	274	63	55	220	77	...	16	5	4	3	246	49	320	283
Free Church,	9	649	515	72	57	274	294	...	81	8	8	3	531	66	528	439
Others,	6	221	180	37	30	132	76	6	7	6	2	4	289	48	284	211.
Total,	26	1597	1300	61	50	970	497	8	122	25	21	13	1509	1558	1629	1322

Islay.

population in 1861 was 10,361. The recent enumeration made for the purposes of this inquiry shows the population in December 1865 to have been only 8735. The number of children between three and fifteen in 1861 was 3191. Assuming the proportion to be the same, the number in 1865 was 2690, of whom 1629 were on the school rolls, *i.e.*, a few more than three-fifths of the whole. The figure in 1861, on the other hand, makes the number on the rolls in December 1864 exactly a half of the children at the school-age.

Number of children not in school.

Taking the most favourable view, which gives Islay a distinguished place both in number and attendance of scholars, it does not seem satisfactory that there should be upwards of 1000 children in this island, between the years of three and fifteen, who were not on the school-rolls at the time of year when it is easiest for them to be so, especially looking to the fact that there seems to be more active and persistent influence brought to bear in this island for the improvement of the attendance than in any other of the Hebrides.

State of schools as compared with other islands.

On the whole, however, the condition of the schools, and the general results of education, seem in this island as much in advance of the majority of the Hebrides as is its agriculture. The accommodation is generally more satisfactory, the teaching staff more complete, the number of certificated and of female teachers greater, the average income much higher, than in any of the other islands. With regard to the comparative efficiency of the schools, I shall not enter into detail, my examination of them having been much briefer than I could have wished. The majority of them appeared to me to be very well conducted, and the proportion of unsatisfactory ones rather smaller than elsewhere. I found them, however, at a better season for attendance than in the rest of the district. The number of certificated teachers is fifteen out of thirty-four; the number of female teachers is thirteen, of whom four conduct separate schools, the rest being attached to other schools. One of these four is the infant school at Port Ellen, the only one of this special class in the Hebrides, except one at Stornoway, and a very interesting and well managed institution. The parish school of Kildalton has the only paid monitor in the Hebrides.

Scholars.

The numbers learning the various branches were as follows, showing, in writing, arithmetic, and geography, a percentage far above the average of the district. (See Appendix, Table 10.)

Scholars on Roll.	Religious Instruction.	Reading.	Writing.	Arithmetic.	Needlework.	Other Industrial Work.	Geography.	English Grammar.	History.	Latin.	Greek.	Modern Languages.	Algebra.	Euclid.	Elements of Physical Science.	Music.	Drawing.
1629	1309	1501	1131	1115	398	46	648	425	108	56	2	8	20	27	7	84	8
Per cent., . .	80·3	92·1	69·4	68·4	24·4	2·8	39·8	26·1	6·6	3·4	0·1	0·5	1·2	1·6	0·4	5·1	0·5

Buildings.

Of the school buildings, nine are unexceptionably good, twelve tolerably so, and four bad or inadequate. Of the latter, two are private adventure schools. One of them is conducted in the

teacher's humble abode, in a lonely glen, and the number of pupils is six. The sum drawn by the unfortunate head of the establishment last year in school fees was £1, 10s., probably the smallest income made by any professor of education in Scotland. Of the parish school buildings, that of Kilchoman is the best in the island; that of Bowmore is up to the Privy Council requirements; that of Kildalton is good, but too small for the attendance, and the school is conducted at present in the Free Church. Of the Parliamentary school buildings, that of Ballygrant (Kilmeny) is excellent; that of Oa old, but in fair condition; that of Portnahaven adequate, but a little in need of repair. Islay.

School fees are more generally paid here than in the other islands. The amount last year was £198, 6s. 6d., not a very great sum, being less than £8 on an average to each school, but more by £55, 12s. 6d. than was drawn in all the islands connected with Inverness-shire. The amount of Privy Council grants was £321, 10s., considerably more than was obtained in all these islands, together with all the other Argyleshire islands. Fees. Government grants.

The total income of the schools was £1292, 14s. 6d., being an average of £51, 13s. 9d. to each, and of £38, 0s. 5d. per teacher, which is about £12 above the general average of all the islands. The cost per scholar in attendance in December 1864, was nearly £1. Average incomes.

None of the parish schoolmasters is allowed above the minimum salary of £35. In point of fact, they all receive an addition annually from the heritors, but not as a matter of right, it being considered better for the interests of the schools to make such supplements the reward of efficiency. They are all under Government inspection, as is also the Parliamentary school at Portnahaven.

Of the five schools put down in the above list as connected with the Church of Scotland, three are General Assembly schools, and two are connected with the Ladies' Association of the Established Church. Of the former three, two are in the parish of Kildalton. The one at Glenegidale has excellent new buildings, the other, at Lagavoulin, has inadequate accommodation, but a new house is being erected, and in a more convenient position. The third is at Kilchoman, where the building is adequate, except in dimensions. Of the five schools, four are under Government inspection. Established Church schools.

Of the eight Free Church schools, six are congregational, and recognised by the Free Church Education Committee; the other two are Gaelic schools, both in the parish of Kildalton. Of the former, four are under Government inspection, and the buildings of three are of the best description. Free Church schools.

It is not easy to ascertain how many schools were in Islay at the end of last century, but, judging by the brief notices in the Old Statistical Account, they do not seem to have been more numerous than in most other parts of the Highlands and Islands. Macdonald, in his work on the Hebrides, pays a high and just tribute to the exertions of Mr. Campbell, the proprietor of Islay, for the good of the district. As an instance of the state of education, he cites the parish school of Bowmore, which in 1808, with a population of 650, had 124 scholars in attendance. In 1825, however, there appear to have been only nine regular schools in the whole island,—three Schools in Islay in 1794. 1825.

Islay.

parochial, two Christian Knowledge Society, and four Gaelic schools,—to a population of 12,117. The late proprietor took much interest in the promotion of education, and that interest has been fully sustained by his successors. At the date of the New Statistical Account, the number of schools in the island was much greater than at present; but many of them appear to have been temporary adventure schools, of little use, and in places where they were not required. At that date, 1845, it was reported that one-half of the adults in Kilchoman parish were unable to read. There has been considerable progress since then, the number in December 1865, above fifteen, unable to read, being 648, out of 1965, or about one-third of the whole. If the calculation for Kildalton at the same period was correct, that parish has made no progress, but the reverse, though at both periods it is much in advance of Kilchoman. The number above fifteen unable to read or write in 1845 was said to be 129; while in 1865, with a lesser population, it was 255. This, out of 1547 adults, is only one-sixth of the whole. Nothing is said as to the state of adult education in Killarow at the former period.

1845.

State of adult education.

The numbers in the three parishes combined, as ascertained in November and December 1865, is briefly as follows. The full details are given in a table in the Appendix:—

	Above Fifteen.	Can Read.	Cannot Read.	Can Write.	Cannot Write.
Males, . . .	2464	2152	312	1681	783
Females, . .	2795	2084	711	1040	1755
Total, .	5259	4236	1023	2721	2538

The summation of the number that 'read fluently' having been made with reference to the total population, and not merely to those above fifteen, except in Kildalton, the application of that test can here be only approximately made for the whole island. The total readers of all ages is 5976, of whom 3583 read 'fluently,' and 2393 'with difficulty.' Assuming the proportion of fluent readers to be the same among young and old, this would give 2558 as the number of fluent readers above fifteen, and 1678 as the number that read with difficulty. Adding this latter figure to the number that cannot read, we have 2701 as the number that read with difficulty or not at all, being more than a half of the whole. This conclusion is confirmed by the calculation for Kildalton, in which the relative numbers were as follows:—Total adults, 1547; of whom can read, 1292; read fluently, 920; cannot read, 255; read with difficulty, 292; doubtful, 80; total that read with difficulty or not at all, 627. This gives less than the half, but the proportion of readers in this parish and Killarow is counterbalanced by the smaller number in Kilchoman.

Comparison with Skye.

Comparing this with Skye, while the number of adult readers in Islay is 80 per cent. of the whole, in Skye it is only 53·9. Of the men, 87·3 per cent. nominally read in Islay; in Skye, 68·9. The

proportion of those able to write is still greater in the more southern island. Of the males in Islay 68·2 per cent. can write, and of the women 37·2; while in Skye only 47·3 per cent. of the men can write, and 12·3 (*i.e.*, about 1 in 8) of the women. The number that read Gaelic only is comparatively small, being only 235 of the whole population; but the number that read it in addition to English might be increased with advantage, being 2647, while the number that read English alone is 3094. Islay.

This enumeration, besides its use in bringing out the fact of so much ignorance, even in the most favoured portions of the district now reported on, has proved valuable otherwise, in revealing the remarkable fact of the decrease of population, from 10,361 in 1861 to 8735 in 1865, a difference of 1626 in five years. Allowing for the possibility of some omissions in the enumeration, the care with which it was performed, by intelligent persons who took an interest in the task,[1] leaves no room to doubt its substantial accuracy. Even supposing omissions to a considerable extent to have been made, it is still manifest that the gradual decrease in the population, indicated at the three last census periods, is steadily going on in Islay. There has been some emigration to the colonies since 1861, but not such as to account for one-third of this decrease. The figures, as far back as 1831, stand as follows:— Decrease of population in Islay.

	1831.	1841.	1851.	1161.	1865.
Population,	14,992	13,602	12,334	10,361	8735.

Whether this result is to be lamented or rejoiced at must depend on the view that is taken of what is best for the population. Apparently those of themselves who are bringing it about, think that they can do better elsewhere; and their success justifies the opinion. That this process of voluntary emigration southward is chiefly influenced by the advance of education in the island is, I believe, beyond doubt. The practical value of the lesson thus conveyed to those concerned in improving the condition of the population in the Hebrides is not less plain. Putting other remedies out of account for the present, it is safe to say that the school provides a more effective, as well as a nobler cure for Highland poverty, than either alms on the one hand or eviction on the other.[2]

Jura

Jura.

Physical aspect.

lies to the north-east of Islay, from which it is separated by a sound about a mile broad, with powerful currents. It is about thirty miles long, with a mean breadth of five. Unlike Islay, it is one prolonged ridge of hill and mountain, interrupted only by Loch Tarbert on the west, which nearly cuts the island in two. The highest peaks, beautiful in outline, are well known and conspicuous landmarks in these seas. Mr. Campbell of Jura and Mr. M'Neill of Ardlussay divide the property of the island, the larger part be-

[1] Thanks are due to all the gentlemen who took part in this work, but specially to Mr. Ballingal, factor on the Islay estate, to whom I am indebted for the elaborate tables given in the Appendix.

[2] In connexion with this subject, I would refer to the letter of Mr. Ramsay to the Lord Advocate on education in the Hebrides, which I have, with his permission, reprinted entire in the Appendix, as it embodies the results of much observation and experience.

Jura. Population. longing to the former. The population is smaller, in proportion to the area, than in any other of the Hebrides except Rum. In 1861 it was only 844, showing a gradual decline since 1831, not owing, however, to any extensive changes or emigration. The condition of the people seems to be for the most part comfortable. The arable land, though confined to a few places near the coast, is of good quality, and driftware comes within easy reach of the inhabitants in boundless profusion. At Craighouse, the principal landing-place in the island, there is a distillery.

Scarba, etc. Bealnahuaigh. The parish of Jura includes, besides this island, Scarba (separated from it by the Gulf of Corryvreckan), Lunga, the Garvelloch or Holy Isles, and Bealnahuaigh, to the north-east. The latter is the smallest of these, but has valuable slate quarries, and an industrious population of about one hundred souls, whose educational wants are at present supplied by a private adventure school.

There are four schools in Jura, the parish school, two schools of the Christian Knowledge Society, at New Brosdale and Knockrome, points about three miles to south and north of it, and a private adventure school at Lagg, some miles beyond Knockrome. These are all properly placed and respectably attended, but there is still a portion of the population too far removed to make use of any of them. Ardlussay, with seventy-two inhabitants, is five or six miles from the nearest school, that of Lagg; and Kenuachdrach, near the northern extremity of the island, with forty-four inhabitants, is still further removed from Ardlussay. The inhabitants of Ardlussay have occasionally employed a teacher, but at present there is none. Kenuachdrach has never had one, and both places are manifestly in the category of needy localities of small population, for which any provision to be made independent of the inhabitants must be of an exceptional character.

Schools. The number of scholars on the rolls of the four schools in Jura, in January 1866, was 150, of whom only one was learning Latin and Euclid. This island has, however, always contributed a very fair proportion of members to the learned professions, and to other useful walks of life. None of the teachers is certificated; but they appear to be conducting their respective schools with creditable efficiency. The present parish school building is very inadequate, but I believe it is soon to be improved. The other schools are taught in thatched houses. A side-parochial school was until recently maintained at Lagg; the present is only a temporary one, supported by the inhabitants.

Gigha.

Gigha. Description. This island, at one time included in the parish of Jura and Colonsay, forms, with the adjacent islet of Cara, the smallest of the Hebridean parishes. It lies about three miles off the west coast of Kintyre, and is six miles long, by about a mile and a half in breadth. The soil and pasture are excellent. Macdonald, in his work on the Hebrides, describes it as the most productive of them all, and the inhabitants as among the foremost in point of agricultural and economic advancement. Whether the present condition of the land

and people entitles them to the same description now I cannot from personal observation say, but from the accounts I have received, it would seem that it does not. The inhabitants are described as 'mostly poor fishermen,' who also find some employment in making kelp. Notwithstanding, this island has the distinction of being the only one, except Iona, the inhabitants of which are poor also, where all the scholars on the roll are returned as paying something. The population in 1861 was 467. The number on the school-roll in January 1866 was 80, in attendance 52; but the schoolmaster states that 'for the last ten or twelve years the number who attended the 'school regularly did not exceed one out of ten on the roll.' A similar remark as to the attendance is made in the Statistical Account. It is said, however, that there are only two persons in the island above the age of sixteen at present who cannot read or write. Besides the parish school there is a sewing-school, supported by the Christian Knowledge Society.

Gigha. Population. School.

I have now spoken of all the islands included in the survey on which this Report is based, forming altogether twenty-seven parishes wholly insular.

Besides these there are five others on the Argyleshire coast, forming parts of parishes not wholly insular; viz., Lismore, Kerrera, Easdale, Seil, and Luing, and containing altogether ten schools. These are not included in the statistical tables appended to the Report; but in order to give it completeness as a survey of education in the Hebrides, I shall briefly notice them.

Lismore

lies between the coasts of Mull and Argyleshire, a few miles to the north of Oban. It is about ten miles in length by one and a half in breadth, and has long been celebrated as the most fertile of the Western Islands, which its name implies. The population in 1861 was 853. It is the seat of a parish church and school, and gives its name to the united parish of Lismore and Appin, of which, however, it forms but a fractional part. The mainland portion includes on the one side a territory forty-eight miles in length and ten in breadth, extending from the shores of Loch Creran on the west to the Moor of Rannoch on the east, and including Appin, Duror, Glencoe, and Ballachulish. On the opposite side of Loch Linnhe, it includes the district of Kingerloch, bordering with Morvern, sixteen miles in length by four in breadth.

Lismore. Physical description.

There are in all eighteen schools in the parish, of which thirteen are in the eastern mainland portion, and one in Kingerloch. They include two parochial, one Parliamentary, and three side-schools, all reported as having good buildings, and sharing among them a school-stent for the combined parishes, fixed in 1861 at £135, besides the yearly interest of a mortification of £500 for the two principal parochial schools in Lismore and Appin. The number of heritors in the parish is seventeen.

Schools.

In the island of Lismore there are four schools, viz., one of the principal parochial schools, with a certificated master, a side-school,

Lismore. and two female schools. Of the latter, one is supported by the Christian Knowledge Society, the other by the United Presbyterian Church, being the only school connected with that Church in the Hebrides. The number on the rolls of the four schools in December 1864 was 164; in attendance, 127. All the buildings are slated houses, and said to be in good condition.

Adult education. The number of persons in the island above fifteen years of age unable to read and write is estimated by the parish minister, the Rev. G. M'Gregor, as follows:—Unable to read, ten males and twelve females; unable to write, twenty males and fifty females; read Gaelic only, twenty of each sex.

Kerrera

Kerrera. is included in the parish of Kilmore and Kilbride, and is about four miles in length, forming a natural breakwater to the harbour of Oban. The land is chiefly devoted to grazing, and the population in 1861 was only 105. There is a side-parochial school here, with twenty-six scholars on the roll. The accommodation consists of a thatched house, not in good condition; but the heritors have declined to provide any better accommodation. All the adult inhabitants are said to read and write.

Seil, Easdale, and Luing.

These islands form the principal part of the united parish of Kilbrandon and Kilchattan. Their populations in 1861 were respectively 724, 449, and 521, employed to a considerable extent in connexion with the slate-quarries of the district, and described as an industrious and well-conducted people.

Seil. The island of Seil is about four miles long by two in breadth, and is joined to the mainland by a bridge, the channel being only a few yards in breadth. Of two parish schools, this island contains one, that of Kilbrandon, which had thirty-four on the roll and twenty-six in attendance in December 1864. There is also a Free Church school in Seil, at Eileanabich, on the west side of the island, opposite Easdale. It had sixty-four on the roll and twenty-five in attendance at the same date. The building is reported inadequate.

Easdale. Easdale, though a very small island, has long been celebrated for its slate quarries. It has one Free Church congregational school, the master of which is a man of advanced age. There were forty on the roll and thirty-eight in attendance in December 1864.

Literary institution. There is here an institution more rare in the Hebrides, a Young Men's Mutual Improvement Association, with a small library and reading-room. This association used to meet weekly in winter, when popular addresses on scientific subjects were delivered in the Gaelic language by the president, Mr. John Whyte, engineer of the works,[1]—the only instance known to me in which that venerable

[1] It is mentioned in the Statistical Account that, so far back as 1828, a small boat, propelled by an Archimedean screw, might have been seen going to and fro in the harbour of Easdale. It was constructed by Mr. Whyte, who claimed to be the first to apply the screw principle to navigation.

tongue has been systematically applied to such a purpose. This interesting department of the institution has, however, been in abeyance for some time since the removal of the president to another locality. The library is said to be well made use of. Seil, Easdale, and Luing.

Luing is about six miles long by two in breadth, and is separated from Seil by a narrow ferry. It contains the parish school of Kilchattan, and a subscription school recently opened in connexion with the slate quarries at Collipool, on the west of the island. The former had thirty-four on the roll and twenty-six in attendance in December 1864; the latter had thirty-six in attendance at the last examination. An attempt by the parish teacher of Kilchattan, some time ago, to vindicate his claim to the statutory accommodation, proved unsuccessful. Luing.

The school-stent of the parish is £71, of which the one teacher gets £36 and the other £35.

The population of this entire parish in 1861 was 2503. Of these, the parish minister, the Rev. J. Barnett, estimates that there are not above eighty adults unable to read and write. 'The advance 'made by the English on the Gaelic is,' he says; 'very noticeable 'indeed.'

Oban.

Oban.

The only other locality where I examined the schools, so far as in operation, was the town of Oban, which is correctly spoken of in the notes to the registrar's returns as 'very inadequately supplied 'with schools.' The population is upwards of 2000, and the importance of the place as a centre of communication and business in the West Highlands, marks it out as one where the interests of education might be expected to be sustained, not merely by an adequate number of common schools, but by an institution of a higher class. The existing schools are, so far as I had the opportunity of judging, excellently conducted, but they come far short of that idea. They are five in number, a Free Church congregational school, an Industrial, and an Infant school, under female teachers, both also connected with the Free Church, and two private adventure schools for young ladies. There is also here a solitary instance of a school conducted in a poorhouse by one of the inmates. In all these schools, the number on the rolls in December 1864 was 432, and in attendance, 350. The former figure gives a high ratio of scholars to population—one in 4·6. I do not set much value on such figures, however; and putting the three last-mentioned schools out of account, and looking to the other three as affording the real supply for the popular want of the place, the numbers on the rolls and in attendance in October 1865 were as follows:—

Deficiency of schools.

A suitable locality for a grammar school.

	Roll.	Attendance.
Boys, . .	118	96
Girls, . .	112	95
Total, .	230	191

Oban.

Considering, further, that there is but one male teacher in Oban, and that the boys in the industrial and infant schools are all of tender years, it is plain that there must be a much larger number of boys in the town than one master, however able, can teach. Both the Free Church congregational and the industrial school are most efficiently conducted; the teachers in both are certificated, and the latter is aided by a pupil-teacher. I did not see the infant school at work, but I believe it too is well conducted. But while it is highly creditable to the members of the denomination with which these schools are connected that so much is done by them, it seems, to say the least, surprising that the whole public education of the chief town in the West Highlands should be left on the hands of a body whose adherents are apparently a minority in the district. Of the 432 scholars on the rolls in December 1864, the religious denominations were returned as follows:—Established Church, 249; Free Church, 121; United Presbyterian, 3; Episcopalian, 4; Roman Catholic, 2; other denominations, 21.

Various classes of schools in the district.

I now proceed to notice, in the order of their institution, the various agencies employed in conducting the work of education in the district, under these heads:—1. Parochial schools; 2. Christian Knowledge Society; 3. Gaelic School Society; 4. General Assembly; 5. Free Church Congregational; 6. Established Church Ladies' Gaelic School Association; 7. Free Church Ladies' Highland Association; 8. Proprietary, Subscription, and other schools.

I.—Parish Schools.

Parish Schools.

Under this head I include—(1.) Parish schools proper; (2.) Side-schools; (3.) Parliamentary schools.

The district under consideration contains twenty-seven civil parishes, and twenty-six principal parish schools. There are in addition ten Parliamentary schools, in Parliamentary or *quoad sacra* parishes, and six side-schools; in all, forty-two schools statutorily provided for, to a population of 80,332, or one to every 1912 inhabitants.[1] The number of scholars on the rolls at the date of my visit was 2212, being 18·5 per cent. of all the scholars in the district.[2] Whatever may be imagined with regard to other parts of Scotland, it is of course out of the question that the present parish-school system, however extended, could be made available for the educational wants of this wide district. In parishes of twenty or forty miles in length, intersected by endless arms of the sea, with hilly or mountain ridges dividing their inhabited parts from each other, instead of one or two or four schools, a dozen or a dozen and

Parish school system inadequate for the district.

[1] In contrast to this, I observe that the county of Peebles has seventeen parochial schools to a population of 11,300. Five of the Peebles parishes have an aggregate area of 27,252 acres, with a population of 1402. The island parish of South Uist, with an area of 92,256 acres, and a population of 5358, has *one* parish school, with accommodation, at 8 square feet to each, for 70 children.

[2] See Appendix, Table II., p. 176.

a half may be requisite. For example, the parish of Harris, the physical characteristics of which have been already described, includes, outside its own rugged boundaries, seven other islands, four of them with considerable populations, not to speak of St. Kilda, with its intervening ferry of fifty miles. This parish has at present eighteen schools, such as they are, and the number is barely sufficient. But there is just one parish school among them all, and no side-school whatever. Plainly no possible modification of the present parochial system could meet the wants of such a leviathan parish as that. Such parishes, however, are the rule, and not the exception, in the north-western Highlands and Islands. It is sufficient, among many others, to name, of mainland parishes, Lochbroom, Gairloch, Lochalsh, Glenelg, Ardnamurchan; and of insular, Lochs, South Uist, Kildalton, Jura, each of extent sufficient to make a county considerably bigger than Clackmannan or Kinross. If the heritors of such parishes had to build even as many as half the schoolhouses required, and support half the teachers, property in the Western Highlands would soon cease to be so desirable as it now is. Accordingly, no one thinks of maintaining that the parish-school system, admirable as it is, has supplied, or can supply, the wants of the Highlands and Islands. This was recognised a century and a half ago, when the population was less than a half of what it now is, and the Society for Propagating Christian Knowledge in Scotland was instituted, chiefly to supply the lamented defects of the existing means of education in these parts. Nor have the subsequent Acts of Parliament for the establishment of Parliamentary and side schools done much to increase the public educational provision for this district. The total number of Parliamentary schools, as above stated, is only ten. The following *quoad sacra* parishes have never been provided with schools:—Waternish, in Skye; Knock, in Lewis; Berneray, in Harris; Benbecula, in South Uist. More needy than any of them is the island of Coll, which, until recently, had not the advantage of being a separate parish.

Parish Schools.

Extensive parishes.

Looking first to the accommodation of the twenty-six parochial school buildings, twelve are good and well furnished, nine are inadequate in dimensions, or in need of improvement, and five are in a decidedly bad or ruinous condition. Of the twelve good buildings, seven have been erected within the last two or three years. The house accommodation is generally within the strait limits required by law, consisting, in the oldest ones, of 'not more than two 'apartments, including the kitchen,' and, in those of the next period, of three apartments. The merciful increase of this provision, by the recent Statute, to 'at least three apartments, besides the 'kitchen,' has been of great benefit; but as the size of apartment was never specified, they are sometimes of such meagre dimensions as to suggest that the schoolmaster is not expected to add much to the population. How those of them who were in that position contrived to stow their families away in the 'two apartments, including 'the kitchen,' is a mystery in domestic economy.

Parish school buildings.

Of the Parliamentary and side school buildings, seven are good,

Parish Schools.

four inadequate, and three very bad; while in two localities, already referred to, in Mull, side-schools are supported by the heritors without any buildings at all.

Effect of Act 43 Geo. III. cap. 54, sect. 11.

The exemption of heritors by the Act 43 Geo. III. cap. 54 from the obligation of providing buildings for more than one parish school, and the uncertainty of the provision with regard to repairs, have operated most prejudicially for the interests of education. Of the effect of the latter, the above account of the accommodation is sufficient proof. Of the operation of the former, I shall give a few instances, not confining myself to the Hebrides, because the number of parishes with side-schools is so small. I shall restrict myself, however, to the coasts of Argyleshire.

Examples: Mull, Ardmeanach.

In the parish of Kilfinichen, Mull, there is a side-school at Ardmeanach. The principal parish school (which is by no means satisfactory in accommodation, being only seven feet high in the walls) is at Bunessan, and gets £35. The Ardmeanach teacher gets £25, but has neither dwelling nor schoolhouse from the heritors, and pays rent for the small house he occupies. The population has greatly decreased in the neighbourhood, owing to emigration, and the benefits of the school seem at present to be confined to the schoolmaster's own family, which may excuse indisposition on the heritors' part to superfluous liberality. But the same state of things existed when no such reason for declining to provide suitable accommodation could be urged.

Kerrera. Kilchattan.

I have already mentioned the schools of Kerrera (parish of Kilmore and Kilbride), and Kilchattan (parish of Kilbrandon and Kilchattan), as examples of the same thing.

Kilberry.

The case of Kilberry (parish of Kilcalmonell and Kilberry) is a notorious instance of difficulty in removing a schoolmaster on the one hand, and in getting accommodation on the other.[1] It is thus referred to in the notes to the registrar's returns:—

'The parish school of Kilberry has not been in operation since 1842, on account of litigation with the heritors about school accommodation. The teacher had to live out of the parish, as he was refused the necessary accommodation, and died in 1864. A new teacher has recently been appointed by the Commissioners of Supply, but the school accommodation is still unprovided. Since 1806 the heritors considered themselves exempted from the obligation of providing schoolhouse, dwelling-house, and garden, as the salary of 600 merks was given in the united parish of Kilcalmonell and Kilberry.'

Ardrishaig.

The parish school of Ardrishaig is one of *four* schools, coming under the designation of parochial, in the civil parish of South Knapdale, among which the school-stent of £60 is allocated in the equal proportion of £15 to each. The other schools are in operation, and have buildings, more or less satisfactory, and partly built by the heritors. That of Ardrishaig has been vacant for about twenty years for want of accommodation, joined to small salary, while the principal heritor declines either to give accommodation, or to apply the unappropriated salary to the other three schools.

[1] Under the former aspect it has contributed to the law reports, under the title of *Brown* v. *Heritors of Kilberry*, having passed through all the stages of procedure to final decision in the House of Lords (12th June 1829, 3 W. & S. 441).

Parish Schools.

Kilmichael-Glassary.

In the parish of Kilmichael-Glassary, there are two side-schools, besides the principal parochial school. Prior to 1841 the heritors provided no accommodation whatever to any of them. The parish school was erected in that year. The buildings of the other schools were erected by voluntary subscription, and are now in very bad order. There are ten heritors in the parish, and the real rental is £11,922, 10s.

Operation of provision for dividing parish school stent.

The provision of the Act of Geo. III., which empowered heritors to divide the school-stent among several schools, was meant for the special benefit of large parishes of scattered population in the Highlands and Islands. The subdivision of the moderate stent generally fixed has, however, in many cases, been attended with injurious effect to the principal parish schools, and in some instances schools have been admitted to participation in the stent which cannot legally be regarded as coming under the designation of parochial side-schools at all.

Examples: Torosay.

I have already mentioned an example of this in the parish of Torosay in Mull, where two schools have received a share of the school-stent, the masters of which were not persons duly qualified or examined by the Presbytery.[1]

Some of the other cases above mentioned in reference to buildings equally illustrate this matter. The amount of school-stent in the parish of South Knapdale is £60, and it is divided among four schools, in the proportion of £15 to each, one-fourth of which, as above mentioned, is not paid at all.

South Knapdale.

Kilfinan.

In the parish of Kilfinan, the school-stent was fixed in 1861 at £50, of which £40 were allotted to the principal parish school, and £5 to each of two others, neither of which, in the statutory sense, was entitled to the designation of a side-school; though one of them, I believe, is, in respect of qualifications, all that could be wished.

Kilmichael-Glassary.

In Kilmichael-Glassary the school-stent is £52, divided among three schools, the principal parish school getting £26, and the two others £13 each.

North Knapdale.

In North Knapdale the school-stent is £65, of which only £20 are allotted to the so-called principal parish school, two side-schools getting respectively £25 and £20. The principal school has been for some time vacant, and there is difficulty in getting an eligible teacher, on account of the small salary.

General rate of salary.

Few of the parish schoolmasters in the Hebrides and North-west Highlands get more than the minimum salary of £35. The highest

[1] The minister of the parish, Rev. D. Clerk, has pertinently referred to this matter in the Statistical Account (vol. vii. p. 294). Having mentioned the total want of school accommodation in the parish, he adds :—'This shows a defect in 'the Act (43 Geo. III. c. 54) which loudly calls for its revision. If advantage 'continue to be taken of the eleventh clause, which exempts the heritors, in those 'parishes where the salary is divided, from building even schoolhouses, it would 'be more for the interests of education to have them assessed in the minimum 'salary only. For one teacher having a proper schoolhouse would surely do 'more good in a parish than any number without places to teach in. The 'legal accommodations, with the whole parochial stent, would secure the services 'of a well qualified person.'

Parish Schools.

salary in the Hebrides is that of South Uist, £50. The fees are in most parishes of very trifling amount, and there are no instances, so far as I know, of that accumulation of offices, which in some other parts of the country is complained of. In very few cases is the parish schoolmaster also Inspector of Poor.

Number under Government inspection.

Of the forty-two schools in this class, eleven are under certificated masters and Government inspection, one in Lewis, one in Harris, three in Skye, one in Mull, one in Tiree, and four in Islay. Two masters, not certificated, are University graduates, one in Eigg and one in Tiree. The majority have received some training in a Normal school, and a smaller proportion have attended one or more University classes. Of twenty-six of these schools which I found in operation and examined, I considered twelve to be well taught, some of them excellently; eight moderately well; and six very indifferently or ill. Of these twelve, eight are under Government inspection; of the eight, one is; of the six, I need hardly say, none.

Character of teaching.

Past and present teaching.

The classical and higher branches are said to be in great neglect now, compared with former times. There are certainly fewer gentlemen's sons now-a-days in these schools than there once were, for there are fewer gentlemen in the district; and the general tendency has been more towards commercial education. But those who look fondly back to the times, as I have heard old schoolmasters do, when the parish school had its crowd of pupils, with a dozen or a score learning the highest branches, and afterwards proceeding to the Universities, forget that in those times there was no other good school to go to in many parishes, whereas there may now be several, each with a fractional part of the higher class of pupils, whom the parish school would otherwise absorb.

Deficiencies.

It irks one to have anything unpleasant to say of a venerable institution, in the good name of which every Scotchman should feel a filial pride. A large proportion of the clergymen and others from whom I have asked testimony on the subject, have been unable to cite any instance within their experience of 'difficulty in remov-'ing an inefficient schoolmaster.' The explanation unfortunately is, that the experiment has scarcely ever been tried. I am sorry to say that I have come upon a considerable number where it is very desirable that it should. Of the forty-two schools above enumerated, I have the best grounds for saying that at least a dozen are at present in a state of comparative or total inefficiency, and have been so for some time. The inefficiency is sometimes due to causes involving nothing against the character or attainments of the schoolmaster of a kind cognizable by law. Of these forty-two schools, I know only two cases in which anything more serious could be alleged against the master than that he is old, or that he is not sufficiently zealous in his vocation. In some instances the masters are able and perfectly respectable men, whose schools, notwithstanding, are doing so little comparatively that their extinction at present would not appreciably alter the educational state of the parish. In other cases,

Old age.

again, the sad spectacle is exhibited of an old, and, in the days of his prime, successful teacher, who, for want of a retiring allowance sufficient to maintain his family in comfort, is obliged to work on

long after his full strength is past. Thus in Skye, as already stated, in Portree, Sleat, and Strath, the schoolmasters should have been superannuated long ago, under a healthy system of administration. These three teachers are men, I believe, rather above than below the average in talent and acquirements, and have trained many distinguished pupils, but all are long past their prime, two of them upwards of seventy years of age. The heritor of the three parishes is a minor, and those who manage the property do not consider themselves warranted in burdening it with three retiring allowances, and so the three schools and schoolmasters are left on an equal and impartial footing of decay. Parish Schools. Examples.

That this evil must operate still more powerfully in cases such as those above cited, where the salary is subdivided among several teachers, is plain enough. Section 6 of the Parochial and Burgh Schools Act provides that the teacher of a side-school may receive a retiring allowance equal to the full amount of his salary at the date of the Act, 'together with the annual value of any dwelling-house 'to which he may have been entitled as such schoolmaster' (which, in fact, is *nil*). But the retiring allowance of a principal schoolmaster is by section 19 provided to be only 'not less than two-thirds' of his salary; and, as seen from the cases above cited, it may happen that that salary is only a fractional part of the whole school-stent of the parish, or be even less, as in one case above cited, than the share of the side-schools. Thus a schoolmaster with £15 of salary is not likely to retire, while he can avoid it, on an allowance of two-thirds of that sum. With regard to this, the minister of one of the parishes above mentioned says:—'I have no remark to 'make as to the state of education in the parish, except that if the 'present teacher of the parochial school were to retire—he is an old 'man—the legal allowance would be inadequate for his support.' Superannuation provision defective.

And so it happens, in point of fact, that in this whole district, in the thirty-seven insular parishes, civil and parliamentary, I know of only two retired parish schoolmasters. The one is at Kilfinichen, Mull, and receives an allowance of £25 a year; the other is in Harris, and has been compensated otherwise. As a general rule, they all die in harness, or at least in office. Superannuation rare.

The inefficiency of the school is in some cases attributable in considerable measure to the inadequate state of the accommodation. I have found many good schools in very wretched buildings. But, as a general rule, good accommodation and a flourishing school may be expected to go together, and *vice versa*. Inadequate accommodation a cause of inefficiency.

As to the difficulty of removing an inefficient schoolmaster, where there is no clear ground for alleging *culpa*, there can be no doubt. It appears, in fact, in the present state of the law, and of human nature, to be the next thing to an impossibility. I shall illustrate this by one signal and sufficient example, taking my proof of inefficiency not from my own observation merely, but from the report of one of Her Majesty's inspectors of schools. It was the result of a wish to obtain authoritative evidence of what had been matter of long and painful experience, that the school in question was utterly useless. Her Majesty's inspector reported as follows:— Difficulty of removing inefficient teachers.

Parish Schools.

An example of inefficiency.

'This school was visited at the request of the sole proprietor of the parish, in 'whom (along with the minister) the management is vested by law. Of ten 'children present, one (the master's son) reads and writes fairly, and can work 'sums in simple and compound rules, but failed in "*proportion.*" He had not 'been in the school before for four months. Another, the second best, had 'never been in school before at all. A third, the master's daughter, who was 'regular in attendance, read easy narrative pretty well, and had learned correctly 'a few questions from the Catechism. Two others had not been at school during 'the present summer, and could read only the lesson they had prepared. The 'remaining five were understood to have attended during the summer with 'more or less regularity. Their profession was limited to reading letters, mono-'syllables, and the simplest narratives, which they did but moderately, each one 'having a different book, or at least a different lesson from his neighbour. I 'need scarcely add, after these details, that I consider the school quite inefficient. 'It is true that the attendance is said to be larger in winter, and I have no doubt 'that, for a part of the winter at least, it is so. A list was shown me of the 'names of those who had been present at all during the year, but there is no 'record of the dates of their admission or withdrawal, or of the number of days 'attended by each. Nor is the daily or weekly attendance recorded in any shape.'

That report was dated 27th August 1862; the schoolmaster is still in undisturbed possession; and his school is precisely of the same character now as then. I have not been able to obtain any explanation of the cause why the 19th section of the Parochial and Burgh Schools Act was not enforced in this case, more satisfactory than this—'dread of incurring expense, and uncertainty as to 'the legal grounds for removal from office.' If, in such a state of facts, any room for such doubt existed, it is difficult to imagine any case that could be considered plain.

Salaries of Parliamentary schoolmasters.

The Parochial and Burgh Schools Act made no alteration in the law with regard to the salaries of Parliamentary schoolmasters, the ordinary amount of which is £30, the maximum £34. I understand that this class of schoolmasters felt aggrieved at being omitted from consideration in this respect, their position being otherwise precisely on a par with that of parochial schoolmasters.

Election of parish schoolmasters.

With regard to the election of parish schoolmasters, I do not think it necessary to say much, as the Assistant-Commissioners for the other rural districts of Scotland have been enabled, from a wider basis of observation, to speak more fully on the subject. I am not aware that there is anything peculiar in this respect in the district now spoken of, unless it be that the heritors are in a large majority of instances non-resident. The election of schoolmasters falls therefore in general to the factor or factors and parish minister. The latter generally takes the chief interest in the matter, which is often, but by no means universally, left practically in his hands. There is an undoubted preference for members of the Established Church, sometimes, I believe, a tacit, if not an express, understanding that none others are eligible. The appointments in recent years have been, so far as my observation goes, otherwise unexceptionable.

Schoolmasters not members of Established Church.

I find that the number of cases in which appointments have been conferred on schoolmasters not members of the Established Church, since the passing of the Act of 1861, is greater here than in the rest of Scotland. Colonel Maxwell and Mr. Sellar found only one such instance among 164 schools; I found three among 42. The three localities where these appointments have been made are

Ramsay side-school, Skye, Kilfinichen parish school, Mull, and Kildalton parish school, Islay. Parish Schools.

Where the parish school is not under Government inspection the practical superintendence is usually left entirely to the parish minister. The heritors, even when resident, seldom take any personal cognisance of the schools in the way of visiting them, except in the case of those in which they feel some special interest; and their factors usually find themselves too much occupied otherwise to undertake the task. There is sometimes a mistaken idea that such visitation is disagreeable to the teachers; on the contrary, if there *be* a school to see, nothing is more agreeable to them. The only large properties where I found it practised as a regular duty were those of Mr. Morrison and Mr. Ramsay in Islay. The latter gentleman personally, and the local factor for the Islay estate, Mr. Ballingal, take periodical opportunities of visiting not only the parish schools, but every other class of schools, for the purpose of noting their progress and the state of attendance, a practice, the value of which, in encouraging or stimulating the schools, is very manifest, and duly appreciated by the teachers. On Mr. Gordon's estates in the Long Island also, the local factor, Mr. Birnie, appears to take a more active share than usual in the oversight of the schools. Superintendence.

As a general rule, the clergy take an active interest in the schools, and with the best effects. There are sometimes instances to the contrary, and where such is the case, the school is practically left without any supervision, and the master to the sole influence of his own sense of duty. If he happen in such a case to have a tendency to remissness, the result is disastrous to education. Even when the minister is most attentive to this branch of duty, human good-nature is apt to endure too leniently, for the sake of the individual, what is sadly injurious to the public interest. It is hard to say of one's own elder or session-clerk, a man, it may be, of amiable character, and with a young family, 'He is totally useless, he must be removed.' And so the provision of the 19th section of the late Act does not always work as it was intended. In fact, if it were permissible to suggest amendments, the words 'it shall be lawful,' etc., require to be converted into 'it shall be imperative.' Difficulty in cases of inefficiency.

There is, of course, besides the superintendence of the parish minister, the annual presbyterial examination, which comes in early spring, with the March winds, but usually less severe, a most excellent and time-honoured practice, full of interest and temporary stimulus to the school, but more useful often as an occasion for showing what the scholars know than for testing how far they are ignorant. It is generally preceded by a period of brisk attendance and preparation, followed often by a prolonged torpor, or suspended animation. To abolish it would be a great pity: even as a spectacle there is nothing in its way more interesting than such an examination. But, looking at the matter practically, some more certain and rigorous method of testing the everyday working and results of the school teaching is greatly required, to bring it more nearly up to the The Presbytery examination.

Parish Schools.

standard which those who truly value our parish-school system would desire to see attained.

Comparison of past and present teachers.

Many of the older inhabitants and clergy seem to think that the rising generation of schoolmasters are inferior in culture to those of the past. There is a certain truth in the statement; but it must not be put too broadly. The only two parish schoolmasters in this district having university degrees are young men, and I believe there are actually fewer of the juniors than of the seniors who have had no university education. In former days, indeed, the parish schoolmaster was perhaps oftener than now a man of complete academic education—a 'stickit minister,' it might be, and occupied sometimes a higher status in society. But the position in those days, though but moderately lucrative, was better in comparison with that of his humbler neighbours than it is now. A house and garden and £25 a year conferred more independence forty years ago than £35 with the same adjuncts do now. In point of fact, the financial position of the schoolmaster with no more than £35 is much the same—not quite so good, perhaps—as that of a farm-grieve or head-shepherd. It has of course the great advantage of being certain and independent. But even with this advantage there is generally little inducement for a man of good abilities to seek the office of parish schoolmaster in any Highland parish, where he has no other means of adding to his income. Looking, indeed, to the general condition of schools and schoolmasters in this district, it may be said without exaggeration that a man who devotes himself for life to the work of teaching in the Hebrides, must either have something of the spirit of a missionary, or very little of any spirit whatever.

II.—Christian Knowledge Society Schools.

Christian Knowledge Society Schools.

'The Society in Scotland for Propagating Christian Knowledge' was founded in 1709, for the purpose of 'further promoting Christian Knowledge, and the increase of piety and virtue within Scotland, especially in the Highlands, Islands, and remote corners thereof.' It has, in pursuance of this object, accomplished a large amount of good, and is entitled to very grateful notice in any account of education in the Highlands.

Number of schools and teachers in the Hebrides.

The number of schools supported by the Society in 1865 was 249, at a cost of £3481, besides £373 to 43 superannuated teachers. The majority of these are in the Highlands, but a considerable number are in less remote districts; even in Edinburgh there are two. The Hebrides have a much smaller proportion than might be expected. The number of separate schools supported wholly or in part by the Society last year, that came under my cognisance, was altogether seventeen, viz., three in Skye, one in Berneray, two in North Uist, two in Benbecula, one in South Uist, three in Mull, one in Tiree, two in Jura, one in Colonsay, and one in Gigha. Of these, three were schools for sewing only; and there were also seven female teachers of sewing attached to other schools, and paid by the Society. The male teachers receive £20 a year, with a house

and croft granted by the proprietor of the district; the female teachers generally £8. The education in these schools has always been for the most part gratuitous; and in the old accounts they are generally spoken of as Charity Schools. The payment of fees is, however, rather encouraged than otherwise. Christian Knowledge Society Schools.

The very full evidence given regarding these schools by Mr. Menzies, formerly inspector for the Society (First Report of Scottish Education Commissioners, pp. 378, *et seq.*), makes it unnecessary that I should say much on the subject. My observation corroborates his general statement regarding the condition and efficiency of these schools, which cannot, on the whole, be considered satisfactory. Speaking of those in the Hebrides, Mr. Menzies states that 'the education in them is of a very low character indeed,' and that 'it is the exception to the rule that we 'have had what can be called an efficient teacher in these districts.' This he attributes very much to the poverty of the accommodation generally provided, and the small emoluments of the teachers, a very general result of which he says is, 'that the men devote their time a great deal more to the cultivation 'of their crofts than to the cultivation of their schools.' It is to be hoped that some improvement in these schools will result from certain new arrangements of the Society, including, among other things, more frequent inspection. As a class, they certainly appear to be inferior in efficiency to any others that I have to speak of, in respect not merely of a certain rusticity of character in their whole equipment and style of teaching, but of a more than usual want of life and discipline. There are of course exceptions, to some of which I have already referred. Of all the schools connected with the Society in the Hebrides, only one, the female school at Salen, is under Government inspection. Of the buildings, only five are slated; of the remainder several are in very poor condition. These schools have till recently been inspected only once in three years. Being in connexion with the Church of Scotland, they are all under presbyterial superintendence also. The teachers are generally selected in the localities by the parish minister, and must be members of the Established Church. Character of the schools.

Contrasting the original purpose of this institution, as expressed by its founders and in its charter, with the fact that so small a proportion of its funds is expended on this eminently destitute district, and so large a proportion on localities that are neither 'Highland,' 'Island,' nor 'remote,'[1] it occurs as a matter for serious consideration whether this part of Scotland has not a claim for a much larger share of the Society's help than it has ever received. One cause of Whether the Society might do more for education in the Hebrides?

[1] The revenue of the Society for 1864 was £6567, in addition to a balance in its favour at 31st October 1863 of £6534. Of that sum, only £445 were expended on schools in the Hebrides, including £103 of superannuation allowances. My topographical knowledge is not such as to enable me to fix on all the places in the Society's list of schools that do not come under any of the three categories above named. But there are at least fifty that are neither Highland nor Island,—some of them manifestly in rich and accessible districts. Even such nominally Highland places as Inverness, Campbeltown, Aberfeldy, etc., cannot be regarded as among the most needy. The expenses of management also seem large in this Society; they amounted for 1864 to £913, including £158 of law expenses for three years, and £686 of official salaries.

Christian Knowledge Society Schools.

the comparatively small number of schools so maintained heretofore may have been, as stated in an advertisement of the Society in 1723, the 'scarcity of fit persons having the Irish language who will 'accept of being schoolmasters and catechists.' But this scarcity exists no longer. There are of course other practical difficulties in the way of planting more schools at present, the ground being already to a large extent occupied. But on the supposition of a general reorganization of schools in the district, and the withdrawal of a large number of those now precariously existing, a wide field would remain for the application of the Society's resources in strict conformity with the purpose of its foundation. It has before now been suggested, within the Society itself, that its educational efforts might advantageously be restricted to the Hebrides and Shetland, beyond question the two most remote and educationally destitute provinces of Scotland. Were this done, the provision the Society could make to supply their wants would go far to put the educational machinery of both on a satisfactory footing, independently of any other sources of revenue.

III.—Gaelic School Society.

Gaelic School Society.

Instituted in 1811.

This Society has existed for fifty-four years. The resolutions agreed to at its formation in January 1811, set forth the great services rendered by the Society for Propagating Christian Knowledge, in promoting civilisation and religious knowledge in the Highlands; but the lamentable fact that, notwithstanding, many parts of that district were still in a state of great ignorance, and that only a small proportion of the inhabitants could read in any language. It was resolved 'that the most expeditious, cheapest, and most 'effectual method of promoting the instruction of the inhabitants 'of the Highlands and Islands, is the erection of circulating schools, 'for the express purpose of instructing them in the Gaelic lan-'guage;' and that 'the only object' of the Society then formed should be 'to teach the inhabitants to read the Holy Scriptures in 'their native language.' The Society has continued its operations since that period, and has unquestionably conferred very great benefit on the Highlands and Islands. Apart from the religious influence of its teachers, who have generally been men of approved piety, the good conferred on the population of those remote regions, in enabling a large proportion of them to read the Scriptures in the only language generally intelligible to them, has been beyond all calculation. It was objected to the Society at the time of its institution, and is still, by people not well informed on the subject, that it would tend to retard the spread of the English language, and so obstruct the progress of the Highlands. So far otherwise has the case been, that the Gaelic schools have very materially contributed to awaken the desire for education among the people. Those who have tasted the pleasures and advantages of being able to read in the only tongue they knew, have come to desire still further knowledge for themselves and their children, so that in practice the Gaelic schools, instead of interfering with the operations of English ones, have generally been, as

Services rendered by the Society.

Not obstructive to progress of English.

already noticed, their pioneers and feeders. Recently, in consequence of the growing preference of the population for English education, the original constitution of the schools has been so far modified, that all the teachers are authorized to teach English to their pupils, if competent to do so, as soon as they have learned to read in Gaelic. This was a wise step, and the results are already seen to be satisfactory. Gaelic School Society. English now taught as well as Gaelic.

The number of schools supported by the Society in 1865 was 40, all but 10 in the Hebrides. I examined a few of them, and was considerably struck with the fluency of the reading, even by very young children, as contrasted with the proficiency of scholars of the same age in English. The spelling, too, which appears to unaccustomed eyes so hopelessly difficult, was generally accomplished with singular accuracy. A good many of the teachers are not competent to teach English, but in several of the schools I found a fair proportion of the children able to read the Scriptures in English as well as in Gaelic. In a few cases, in remote localities, such as Heisker, even writing and elementary arithmetic are taught. Number of schools. Character and efficiency.

These schools are moved from their stations, as a general rule, every three years, that being the time supposed to be requisite for giving full instruction to those willing to receive it. In special cases the period is sometimes extended. Schools moved triennially.

The salary is £25 a year, and no fees are taken. A house is provided by the people of the district, sometimes by the proprietor. All the buildings are thatched cottages, seldom above the average of the neighbouring dwellings. In remote places the teacher conducts a religious service on Sundays. One of the original rules of the Society is that 'the teachers shall neither be preachers nor 'public exhorters, stated or occasional,' but this rule has not been rigidly observed. On the contrary, there are few of the teachers who do not, occasionally at least, exercise their gifts in the way of exhortation. In a few instances, the educational functions of the teacher are too much subordinated to the religious, and the school suffers accordingly. Of this I have already noticed an illustration in the island of Lewis, where the successive and numerous sacramental occasions interfere very considerably with some of the schools. I have seen other instances elsewhere. As a general rule, however, I believe these teachers are conscientiously attentive to their primary duty of teaching the young. The Society employs an inspector, who visits the schools once a year, and they are also examined in course with the other Free Church schools, by the Presbytery of the bounds. Salary. Teachers sometimes preachers. Inspection.

A small superannuation allowance (two-thirds of the salary) is provided for teachers willing to retire, but none are ever compelled to do so. Consequently, some of them are far advanced in years. I found one good old man of seventy-eight in the island of Lewis, still zealously sticking to his work, after fifty years' service, and going on with his school in a long, dark, dreary house, used as a meeting-house on Sundays, and where on rainy days the difference between the outside and inside of the walls is not altogether in favour of the latter. Age of teachers.

IV.—General Assembly Schools.

General Assembly Schools.

This important and useful class of schools was first established in 1825, and has greatly contributed to the promotion of education in the Highlands. Their number altogether is about 200, of which there are twenty-nine in the Hebrides, viz., in Skye 10, Lewis 1, Harris 4, North Uist 4, South Uist 1, Mull 3, Tiree and Coll 3, Islay 3. The usual salary is £25, with a free croft, and

Buildings.

sometimes an addition to the salary, from the heritor. The accommodation is generally adequate. Twenty-two of the buildings are slated houses, mostly of two stories, and seven are thatched. Fourteen of them are very good, fourteen tolerable, none absolutely bad. In one case, Elgol, parish of Strath, Skye, there is no schoolhouse at present, apart from the teacher's dwelling, of which the accommodation is very limited. Taking them altogether, the General Assembly school buildings are in better condition than those of the parish schools.

Inspection.

Eleven of the twenty-nine schools are under Government inspection, a larger proportion than in any of the other classes of schools. They are all superintended by Mr. S. S. Laurie, the secretary of the General Assembly's Education Scheme, and of course examined

Teaching.

once a year by the Presbytery. Of twenty-two which I visited I considered nine to be in a satisfactory state of efficiency, nine moderately good, and four very indifferent. Of the first class, five are under Government inspection; of the second, one is.

V.—Free Church Congregational and District Schools.

Free Church Congregational and District Schools.

Of these there are twenty-seven in the Hebrides, viz., in Skye 9, Lewis 9, Harris 1, Benbecula 1, Mull 1, Islay 6. None of them, of course, are of older date than 1843, but several of the teachers date much further back, having originally held parochial, General Assembly, or Christian Knowledge Society schools. These

Administration.

schools are usually under the charge of a committee of managers connected with the congregation, of which the minister is always the chief member. In most cases the choice of the master is virtually his, and the school is actively superintended by him. This is all the more necessary, as the Free Church Education Committee has no inspector of schools. Those not under Government inspection are regularly inspected only by the Presbytery, on the same system as is followed in the Established Church,—a committee being appointed for the purpose, who examine and report once a year to the Education Committee in Edinburgh on all the schools within the bounds of the Presbytery.

Income.

Most of the teachers are very inadequately paid, the ordinary allowance in this district from the Free Church Education Committee being about £12 a year.[1] Some of them, however, are in receipt

[1] The grant bears some proportion to the amount locally raised, but in poor localities the absence of any contribution does not prevent the grant of a certain minimum. I find from the Report of the Education Committee of the Free Church for 1865, that the sums contributed to the scheme in the Hebrides for the past year were as follows;—Skye, £22, 14s. 1d.; Harris, *nil*; Benbecula,

of very respectable incomes, seven schools having drawn Privy Council grants in 1864 to the amount of £259, 4s. 2d., of which £125 went to four schools in Islay, the rest to three in Skye, one in Mull, and one in Lewis. Teachers ejected in 1843 receive a higher salary than the ordinary; and a few receive a supplementary grant of £10 a year from 'the Maclaren Fund,' a sum of £7000 bequeathed to the Free Church for educational purposes by the late Mr. Maclaren of Callender. Free Church Congregational and District Schools.

I visited twenty-four of these schools, of which I found twelve in an efficient state—a few highly so, eight tolerably good, and three inefficient. The inefficiency in two cases was owing simply to the age of the teachers, men of seventy or upwards, retiring allowances being unfortunately not provided for by the educational scheme of the Free Church. Of the twelve above mentioned, seven are under Government inspection, and of the eight, one is; the total number of certificated teachers last year being eight, out of twenty-seven. Teaching.

Of the buildings fifteen are good, some of them of the best class, and built with Privy Council aid; six are tolerable, and six are bad. Buildings.

As a good deal has been said on the subject of schools planted unnecessarily *in æmulationem vicini*, this may be the best place to refer to it. I expected to find a considerable number of such cases, and looked carefully out for them in the course of my survey. I confess I was rather astonished to find the number for which I had in imagination prepared myself dwindle away almost to nothing. A few striking examples are apt in such matters to be exhibited as illustrations of a supposed general rule, and in remote districts especially small matters of dissatisfaction sometimes assume dimensions beyond their real importance. The number of instances in this district in which I have found new establishments set up in such close proximity to existing ones as to suggest criticism is altogether not more than seven.[1] As those only are important where Sectarian rivalry: how far exhibited in erection of schools.

10s.; Lewis, £28, 5s. 2d.; Mull, £4, 10s.; Islay, £37, 10s. 9d.; total, £93, 10s. The direct support given to this scheme by the congregations of the Free Church appears to be gradually on the decline. Where the congregational contributions to the Education Fund are inadequate, the Deacons' Courts make up the requisite amount for the teacher's salary out of the ordinary collections, a practice on which the following criticism is made in the Report: 'An obstacle to the cordial 'support of the General Education Scheme is furnished in many cases by the 'contented readiness with which Deacons' Courts appropriate the ordinary col-'lections to the support of the schools, and so deprive the ministers of the 'supplement due as the first burden on the collections, thus making, in fact, the 'ministers support the schools in connexion with their congregation.'

[1] On this subject an observer of wider experience than mine, Mr. Middleton, one of H. M. Inspectors of Schools connected with the Established Church of Scotland, has said (Report of Committee of Council on Education, 1862-3, p. 156), 'Considering the ecclesiastical rivalries that led to the establishment of 'these schools, it is far from wonderful to find some of them in places where, 'educationally, as boys' schools, they were not required. Yet the number of 'these is by no means so great as has been sometimes asserted, and it will now, 'after the bone of "tests" has been removed from the parish schools, become 'gradually less. Were there a national system of education, and were a suffi-'cient number of female schools established (a great desideratum), I can scarcely 'remember a Free Church school building that a Commission would find super-'fluous.'

Free Church Congregational and District Schools.

aid has been received from the public funds, I shall confine myself to them. They are but two in number, and both in the island of Skye.

Braes Free Church School, Skye.

1. THE BRAES FREE CHURCH SCHOOL.—This school is in the parish of Portree, about six miles from the parish school, and in the midst of a district of several hamlets, some four or five miles in extent, with a population of about 800. But it has been erected within half a mile of an old established school, with an endowment and substantial buildings, capable of accommodating fifty-nine scholars, at the rate of eight square feet to each. The erection of this school, with assistance from the Privy Council funds, was strongly opposed by the trustees of that endowment, including the parish minister. The representations made upon the subject to the Committee of Council on Education were not considered, however, to have established the impropriety or inexpediency of such an application of public money, and the school was accordingly erected on a very handsome scale, and is now taught (very efficiently) by a certificated master, in connexion with the Free Church, with a pupil-teacher and a female teacher for the sewing and industrial departments. Having heard a good deal about this school, and seen it referred to in print as a glaring example of the rivalry now under consideration, I made careful inquiry and observation regarding the circumstances of its erection and the state of the locality. As the result, I am unable to say that wrong was done in the erection of this additional school, in the midst of a population fully large enough to supply two schools with seventy children to each. If the question had been, What locality in the parish was most suitable for a first-rate school and buildings? I should have been disposed to say, not Braes, but the village of Portree, a place, from its position and importance, well suited to be the site of a grammar school or gymnasium, where the present parish school accommodation is utterly inadequate, and the Free Church schoolhouse, a thatched building, has been obliged, for want of any more agreeable quarters, to intrude itself partially into a corner of the parish churchyard. But the founder or 'promoter' of the Braes school was specially interested in that district, and therefore the question between it and any other part of the parish did not arise. That there is room there for two schools cannot seriously be denied. The only matter for criticism that I could see (besides the making it too decidedly a charity school) was the choice of the site, which is in the very centre of the district. Having regard to the existence of another school at the distance of half a mile to the east, I think the new one ought, for the greater convenience of the population on the west, to have been planted at least a mile further in that direction than it stands. The only good reason for its not being so that I could discover was that, at the time of the new erection, the old school was said to be in a very low state of efficiency. It is perhaps worthy of mention that Miss Wrench, the lady through whose instrumentality the new school was erected, and who provides the chief portion of the teacher's salary, is not a member of the Free Church, but of the Church of England.

Free Church Congregational and District Schools.

2. LONMORE FREE CHURCH SCHOOL.—This school is in the Parish of Duirinish, about a mile from the parish school, and within two of a General Assembly school at Roag. There is another school supported by the Free Church Ladies' Association, at Balmore, for the district of Harlosh, about two miles beyond that. The population of the whole district within reach of these four schools is from 1100 to 1200, and the combined numbers on their rolls in January 1865 were 231. Any reason for the erection of the Lonmore school on the ground of inefficiency in the rest appears to have been wanting; though the accommodation of two of them is of such a kind as to put them in the class of institutions that cannot be regarded as quite permanent. The parish school is excellently conducted, and the accommodation is good, though not first-rate. The Roag school is in a satisfactory state, in a humble, but not uncomfortable thatched building. The Harlosh school is as well taught as its supporters could desire, though very miserably accommodated. That this new school, therefore, was absolutely required in the district cannot be said; but neither can it with justice be pronounced to be a mere superfluity in the district, for the four schools are all respectably attended, though the number in the parish school is probably less than it would be if the Lonmore school did not exist. At any rate, the reasons for its erection and for the choice of site were sufficient to satisfy the Privy Council Committee, with whose aid a very commodious building has been erected, much superior to the parish schoolhouse. On the supposition that this school was required in addition to the existing ones, the site was not improperly chosen. It could not have been removed further from the parish school in a direction suitable to the population, without incurring a similar objection in reference to the propinquity of the Roag school. It might have been made to take the place of the Balmore school; but that happens to be the seat of the smallest proportion of the population, and the fact of the Free Church manse being at Lonmore suggested the suitableness of having the school there also. The case illustrates very strikingly the evils arising from the want of a general organization in reference to schools. In the notes to the Registrar's returns on this district, it is stated that it would be an advantage to have a single school suitably placed for the combined population of Roag and Harlosh. This is quite correct; and if it had been possible, when that Free Church school was set up, to have so planted it, that arrangement would have met the whole wants of the district, and two schools would have sufficed, instead of four. There is accommodation in the parish school for seventy, and in the Lonmore one for eighty scholars, at eight square feet for each, a number which the actual attendance of the four present schools does not appear ever to reach. But if it had been proposed so to plant the new school between Roag and Harlosh, and withdraw the other two, I am afraid the proposal would have been regarded as an expression of hostility to the General Assembly school.

Lonmore Free Church School, Skye.

These are all the cases that have come under my observation in the Hebrides, of Free Church schools set up with Privy Council

Free Church Congregational and District Schools.

aid in suspiciously close proximity to existing institutions. Of schools not so aided, but similarly open to remark, I have seen only five, and in every case there appears to have been something in the circumstances of the locality to account for their erection, altogether apart from sectarian feeling. I observed, indeed, fully as many examples of schools connected with the Established Church in remarkable contiguity to parish schools or other older institutions.

VI.—Church of Scotland Ladies' Association Schools.

Church of Scotland Ladies' Association Schools.

The 'Ladies' Gaelic School Association in connexion with the 'Church of Scotland' was founded in 1846, for the purpose of supporting or aiding schools in destitute Highland localities. The term 'Gaelic,' in the designation of this Society, does not imply that the education it offers is confined to instruction in Gaelic. Reading in that language is very wisely regarded as of primary importance to children that understand no other, but English is taught in all these schools, and in some of them the instruction is as comprehensive as in any others. The number of teachers supported wholly or partially by the Society in 1865 was thirty-four, at a cost in salaries of £645 per annum. Of these, there were ten in the Hebrides; all, except three, conducted by female teachers. None of them are supported exclusively by the Society, some being in connexion with the General Assembly or Christian Knowledge Society, under which classes they appear in this Report, while others are partially supported by subscriptions of proprietors and others. The general salary from the Association is £20 a year. The operations of the Society appear to be judiciously carried on, and its help to be on the whole bestowed in suitable quarters. It encourages the taking of fees, where they can be got,—a system to be commended.

Number and cost of teachers.

VII.—Free Church Ladies' Association Schools.

Free Church Ladies' Association Schools.

The Edinburgh Free Church Ladies' 'Association for the Religious 'Improvement of the remote Highlands and Islands,' was formed in 1850, for these two purposes primarily, viz.:—(1.) To increase aid-schools in destitute Highland districts; and (2.) To assist promising young men in prosecuting their studies for the ministry. At the close of its first year the number of schools instituted by the Association was five; last year it was fifty-five. Of these, no less than forty are in the Hebrides, the remainder being distributed over the mainland parishes of Lochbroom, Gairloch, Lochcarron, Poolewe, Kintail, Strontian, and North Knapdale. In thirty of them a provision is made for female industrial teaching, and it is one of the objects of the Association to provide clothing for the poorest of the children and their parents, to enable them to attend church and school. This part of the scheme is one with which it seems cruel to find fault, and yet there is no doubt that the benevolence which is thus exercised is very apt to be, and sometimes is, productive of evil. The income of the Association in

Fifty-five schools in 1865.

Finances.

1865 was £1769, of which £1091 were expended on male teachers' salaries, and £156 on salaries to female teachers, being at the rate of £20 per annum to the former, and £5, 10s. to the latter. In addition to this salary each of the young men gets £10 to assist him in his college studies when he comes up during winter, as most of them do. They pay their substitutes in that case the same amount as they get themselves, viz., £10 for the half year. £125 were expended on books, of which £36 were reimbursed by schools. No fees are charged in these schools, but where one is established, the inhabitants are expected to provide the buildings, and to contribute a few pounds annually to the funds of the Association. The amount so contributed in 1865 was £83, 9s. 6d. from all the fifty-five localities where schools were supported. In most places, however, the inhabitants contribute something in other ways to the teacher's support. The buildings are generally of the poorest description; sometimes indeed deplorably so. Where such is the case, and no effort is made for their improvement by the inhabitants, the school is withdrawn. One of the main purposes of the Association being the encouragement of candidates for the ministry, all the teachers are students, and the schools are thus liable to the disadvantage of being taught by substitutes during the winter months, when the attendance is at its best. This does not happen in every case, the Association having made it a rule that the younger teachers should remain at their posts one winter in every two or three years. But, as is stated in the last Report, it is found no easy matter to enforce this rule. The consequence practically is, that only in a few instances does the same teacher conduct the school throughout the year. The substitute is generally a youth belonging to the district; sometimes one of the senior pupils of the school. In some instances the school suffers little by the change, but, as a general rule, it does so as a matter of course. This is one of the chief defects in the arrangements of this otherwise admirable Association,—a defect, however, for which, according to its present system, there seems no practical remedy, the rapid preparation of the teacher for the ministry being deemed co-ordinate in importance with the education of his pupils. Another defect is, that the youths so taken up by the Association are too suddenly transported from their native soil to the University, without that preliminary cultivation in a Normal or other intermediate school, from which, either as teachers or ministers, they might be expected to derive much benefit. Of the present teachers, some have received a certain amount of Normal-school training, and three hold Government certificates, of which, however, they are unable to take the benefit. All are, of course, University students; the majority advanced some way in the divinity course.

Free Church Ladies' Association Schools.

Buildings.

Defects of the system: Substitutes.

Want of training.

Of forty of these schools in the Hebrides, I examined thirty. Out of that number, I considered fourteen to be as well taught, within certain limits, as any other schools I examined; twelve were moderately good, and four were more or less completely unsatisfactory, owing, in every case, I believe, to the inefficiency of the substitutes. Of the fourteen above mentioned, all had been taught

Teaching.

Free Church Ladies' Association Schools.

during the winter by the regular teachers, or by very competent substitutes. Looking to the defects in the administration of these schools, and the poverty of their finances and buildings, I can only attribute their generally high character to the prevalence among the teachers of something of that missionary spirit which I have elsewhere spoken of as demanded in these regions. They are all young men; and though many of them have received no special training as teachers, they often make up for the want of it by a large amount of the earnestness and activity still more essential to the life of a school.

Glasgow Free Church Ladies' Association.

The Glasgow Free Church Ladies' Association was founded in 1852 for the same objects as the Edinburgh one. Its operations are more limited, however, the number of schools supported being seven, all in South Uist and Benbecula, besides two female schools in other islands. A sewing-mistress is attached to each of the seven. The salary of the male teachers is £30, but they get no additional allowance for College expenses, and also pay their own substitutes.

VIII.—Proprietary and other Schools.

Schools maintained exclusively by proprietors.

The rest of the schools in the district, not falling under any of the above heads, are schools supported entirely by proprietors, schools maintained by subscription, adventure schools, and endowed schools. Of the first description, there are two supported in Lewis by Sir James Matheson, the one at Barvas, the other in Stornoway; one female school in Harris, by Lady Dunmore; a female school at Bunessan, in Mull, by the Duchess of Argyll; an infant school at Port Ellen, in Islay, by Mr. Ramsay, and a girls' school at Port Charlotte, by Mr. Morrison.

Subscription schools.

Of Subscription schools, maintained either by proprietors and other persons interested in particular localities, or by the inhabitants, there are very few, about half-a-dozen, in the whole district, that are not connected with any of the denominations or societies already mentioned. Thus there are General Assembly, Christian Knowledge Society, Free Church Congregational, and Ladies' Association schools, to which proprietors and others contribute something.

Private adventure schools.

Of Adventure schools, properly so called, the number is still smaller. The only ones calling for notice are the two in Stornoway, one of which is a day-school for young ladies, the other an infant school. There has also been a young ladies' school attempted in Portree, Skye, but at the time of my visit it appeared to be doubtful whether it was to be continued.

Endowed schools.

Of Endowed schools, strictly so termed, there are only two in the Hebrides, both in the island of Skye. They were founded under the bequest of a native gentleman of the name of M'Diarmid, who died in South Carolina, leaving a sum of about £2000 for this purpose. They are managed by local trustees nominated under the founder's will. The salary is £30 in each, and the teacher holds office at the pleasure of the trustees. The trustees have, I believe, endeavoured to discharge their duties faithfully, but the condition

of both schools at the time of my visit was far from satisfactory. The erection of the Free Church school already mentioned at Braes, joined to other circumstances, had temporarily annihilated the attendance at the one, of which, however, the teacher is certificated. Changes of population have diminished the usefulness of the other, even were it better conducted than it is; it seemed to me almost entitled to the pre-eminence in badness over all I examined. Endowed Schools.

Supply of Schools.

Having now enumerated the various kinds of schools in this district, the question arises, Are they sufficient in number? They were 226 in number last year; the population in 1861 was 80,254; and assuming it to be the same in 1865, this gives one school to every 355 inhabitants. Taking the county of Berwick as a fair specimen of a Lowland district, in which the ratio of scholars to population is among the highest, it appears that the number of schools returned was 91, to a population of 36,488, being one to every 400 inhabitants. It might from such figures alone be concluded that the educational provision of the Hebrides, so far as number of schools was concerned, is superior to that of Berwickshire. Such calculations are however delusive, if no account is taken of the physical circumstances already referred to, which render a much larger provision requisite in the one district than in the other. Making all allowance, however for these circumstances, I have to state, as the result of my observations, that the mere number of schools, granting that name to every bothie in which education is conducted, is not very far short of what seems actually required. The number of places reported in the Registrar's returns as destitute in this respect is twenty-one. Of these, however, one-half at least contain a population so small as to put the idea of a regular and permanent school establishment in them out of the question. On the other hand, about an equal number, that is, ten or twelve, of the existing schools might be dispensed with, were there a general readjustment of their positions, with a view to placing them always at the points most convenient to the majority of the surrounding population. It may be assumed, therefore, that the number of schools actually needed to meet the educational requirements of the Hebrides is about 230. I am supposing each school to be placed at a distance not exceeding three and a half or four miles from any of the children of the district, and to contain the existing amount of accommodation. It appears from the returns, of which summaries are given in the Appendix, that the number of scholars on the rolls in the beginning of 1865 was 12,070, and that at the rate of eight square feet per scholar accommodation exists, such as it is, for 12,119. The number of persons in the district in 1861 between the ages of five and fifteen was 22,474. Assuming that the proportion of scholars on the rolls should be at least three-fifths of the number between the above ages, it would appear that the number on the rolls in this district falls short of the three-fifths by 1472. According to this estimate, accommodation is still required for 1433

Supply of Schools.

Is the number of schools sufficient?

Mere number sufficient, if all to be reckoned as schools.

Amount of existing accommodation.

of the possible scholars, who, on the three-fifths hypothesis, ought to be on the rolls.

Accommodation, what?

After what has been already said with regard to the nature of the buildings in the various islands, it is hardly necessary to add that a large amount of what is called 'accommodation' is entitled properly only to the name of 'space.' Thus, there are many schools which figure in the tables given in the Appendix as having accommodation for fifty or sixty scholars, at eight square feet superficial for each. This looks imposing, but reminds one of that Highland legend of a cunning suitor, who carried off an heiress with the paternal sanction, on the ground that he was lord of a territory which seven yoke of horses could not plough in a day; the fact being that no number of horses in all time could perform the task, the territory consisting of a rocky islet almost destitute of vegetation. So the accommodation for fifty scholars may mean simply that there is that amount of superficial space between the four corners of a thatched building, with a moist and uneven earthen floor, dry stone unplastered walls, one or two small windows, a few rough seats, perhaps logs resting on stones, and a writing-desk, at which half a dozen scholars can sit together. In some cases, indeed, the so-called 'accommodation' is of such a kind that, if the climate permitted, it would be far better for the school to meet in the open air, as the congregations sometimes do, and as schools of old did in more favoured regions, taking the rocks for benches and the sandy beach for writing and geometry.

Estimated number of sufficient buildings.

I have endeavoured to calculate the number of schools that in this district would be required to be provided for in this respect, on the supposition of a general organization of the whole educational force now existing. Taking them in classes as above, and estimating in reference to each the number of buildings that may be regarded as good or adequate, and assuming a very moderate standard of adequacy, including thatched houses, if decently floored and plastered, I make the following estimate:—Parochial, etc., 30; Christian Knowledge Society, 10; General Assembly, 24; Free Church Congregational, District, and Ladies' Association, 32; Miscellaneous, 16; total, 112. Assuming 230 as about the number of schools necessary for the district, this leaves 118 as the number requiring either new buildings, or very considerable improvements on the present ones.

Privy Council system.

With reference to the matter of buildings, the strict application of the Privy Council system to this district is admittedly unsuitable. In practice, it is not severely carried out, though there have been instances in which schools and schoolmasters have suffered from a strict adherence to its requirements.[1] The restriction of grants for building to cases where half the necessary amount is raised in the locality, has practically cut off this part of the country from participation in the benefits of the Privy Council system. The number

[1] I found a hard case of this sort in Skye, at Kyleakin, where the General Assembly schoolmaster lost the benefit of his Government certificate last year, in consequence of the non-completion of certain accessories to the building, supposed to be essential in town and wilderness alike.

Supply of Schools.

of schools which have been so aided for building or repairs in the Highlands altogether is very small, compared with the rest of the kingdom. I find from the last Report of the Privy Council Committee, that up to the end of 1864 it was only fifty-three, in the five counties of Argyle, Inverness, Ross, Caithness, and Nairn, while in the county of Sutherland none of the public money has been so applied at all. The amount granted to these fifty-three schools was in all £7795, 19s. 2d., in the following proportions:— Inverness-shire, £3018, 12s. 2d.; Argyle, £2063, 7s.; Ross, £1149; Caithness, £857; Nairn, £708. Out of this sum the total amount expended in the Hebrides has been £1514, 1s. 6d., granted as follows:—

Amount of Privy Council building grants in Highlands.

County.	School.	Amount of Grant.	Total.	Date of Payment.
Argyle, . .	Bowmore F. C. (Islay), .	£7 10 0	....	1861.
„ . .	Portnahaven, F. C. „ .	73 15 0	....	1853.
„ . .	Dervaig Fem. Ind., (Mull), .	120 0 0	....	1847.
„ . .	Kinloch G. A., „ .	75 0 0	....	1839.
„ . .	Tobermory Fem. Ind., „ .	133 0 0	....	1859.
		Total Argyle, Ins., . .	£409 5 0	
Inverness, .	Aodunban G. A. (Skye), .	£180 0 0	....	1856.
„ .	Braes F. C., . „ . .	241 6 6	....	1862.
„ .	Carabost G. A., „ . .	125 0 0	....	1844.
„ .	Colbost G. A., „ . .	85 10 0	....	1853.
„ .	Lonmore F. C., „ . .	181 0 0	....	1860.
„ .	Snizort F. C., „ . .	133 0 0	....	1850.
		Total Inverness, Ins., .	£945 16 6	
Ross, . .	Stornoway F. C. (Lewis), .	£159 0 0	159 0 0	1852.
		Total Hebrides, . . .	£1514 1 6	

Isle of Man and Anglesey.

In contrast to this I find that the Isle of Man, with 52,469 inhabitants, has drawn £4502, 19s.4d. for forty-one schools; and the island of Anglesey, with 54,609 inhabitants, the magnificent amount of £8161, 2s. 7d., for forty-two schools. Nay, I find that two Welsh schools in Caernarvonshire have each received more than the whole Hebrides, viz., £1680 and £1559 respectively; while six Welsh schools have drawn among them £7750, being close on the total amount received in the five Highland counties above named, with their population (in 1861) of 301,735. All these South British schools have been built subsequently to the English Education Commission of 1847. That corresponding amounts should be raised by local efforts in any part of the north-west Highlands, and especially in the Hebrides, is totally out of the question. I know that in the case of several of the schools in the above list the necessary sum was raised only after prolonged and painful efforts, and very little of it in the districts.

What number of new schools required.

With reference again to the number of schools, apart from buildings, that are required in this district, I think the approximate estimate given by the Rev. Dr. Mackay in his evidence before the Commission (First Report, etc., p. 361), is probably not far from

Estimate of schools requiring to be provided for.

the mark. He calculates that 200 additional schools are required for the western Highlands and Islands. That estimate proceeds on the assumption that a large number of the existing schools cannot be regarded in any sense as permanent institutions.[1] I have endeavoured from my observation of the existing schools to test the accuracy of this computation, and the result I have arrived at, of course only approximate, is very similar. I put out of view the whole of the schools of the Gaelic School Society, thirty in number, in respect both that the buildings are universally of the poorest description, and that the education, though valuable so far as it goes, is of a very limited character. Of the Free Church Ladies' Association schools I put forty out of account, and of the various other classes of schools already enumerated, thirty, as institutions cannot be considered permanent, being dependent on precarious sources of support, liable to be at any time removed or discontinued, and only temporarily and insufficiently accommodated in respect of buildings. That leaves just 100 schools in the Hebrides, for which, on the supposition of a general organization of the educational resources of the district, adequate provision would require to be made. In the remaining 130, out of the supposed required total of 230, I include all the parochial and Parliamentary schools, and four of the existing side-schools, all the General Assembly schools, a majority of the Free Church congregational and district schools, and of those of the Christian Knowledge Society, and nearly all of the schools supported by proprietors and others, the buildings of which are for the most part excellent. I think, but I can only speak by guess, aided a little by the notes to the Registrar's returns, that the number of schools required on a like calculation in the mainland portion of the western and north-western Highlands, is probably about the same, viz., 100, making in all 200 as the number of schools that would require to be provided with buildings and otherwise placed on a footing of permanency, in order to meet the educational wants of these particular districts of the Highlands.

As to the style of buildings, I have already remarked, in speaking of Lewis, that a very humble standard of fitness might in many cases be perfectly sufficient, provided only that there were wind-proof walls of a proper height, a water-tight roof, a wooden floor, a chimney, and sufficient light. I believe, however, that slated roofs are less expensive in the end than thatch.

Attendance.

Irregularity of attendance.

The irregularity of attendance at the schools is one of the most striking and discouraging facts to be noticed in regard to them. A

[1] It is not very clear from Dr. Mackay's evidence how his calculation was made, one of his answers to the questions put seeming to imply that these 200 schools were his estimate of the total provision required for the district. The reply to a question by Mr. Smith, on p. 386, shows his meaning to have been that these were to be in addition to the existing schools, so far as not permanent in their character, and I have since ascertained from him that this was what he intended to convey.—See Appendix, pp. 155, 157.

glance at the roll in most cases shows that the months of November, December, January, February, March, and July are the only ones in which the school can be said to be in full operation. The roll reminds one of a meteorological table, indicating the changes of the season, and with them the variations in the causes which affect the attendance. Generally the vacation is in August or September, lasting for six weeks; in some cases a month only. In a few places the vacation is divided, three weeks being given in spring and three in autumn, apparently a judicious division. The school reopens in the middle of October, but the attendance is never very good till the whole harvest operations are complete, which in this district they seldom are till November. Then comes what may be called the torpid season of the adults, but the active season of the schools. From the middle of November on into March, agricultural operations are mostly at a stand, and, with the exception of fishing and day-labour, where it is to be had, there is little exertion out of doors beyond what is required for the care of cattle and the bringing home of peats. The children therefore are at liberty to attend school more than at any other time, and they generally avail themselves of the liberty, with a praiseworthy contempt for the oppositions of wind, rain, or snow. The restraints of the weather may, however, in many instances, be pleaded as a valid excuse for non-attendance, by poor children whose clothing is scanty, and who know not what change of raiment is. In April the agricultural operations begin. There is the preliminary business of cutting and gathering the sea-ware for manuring the potato-ground, then the tillage, the planting of the potatoes, and the sowing of the corn. Then this has hardly been got through when the season has arrived for cutting and drying the peats; and this extends, according as the weather suits, through May, and it may be June. Then, in those part where the practice prevails, the younger men go off to the east-coast fishing, or to the Lothians, and women also, leaving the home operations to be performed by the older people and the young. Thus the half of spring and of summer are occupied in ways that interfere with the school. The occupations are perhaps much more prolonged than they need be, for in this district it is not customary to exert one's-self severely to finish in a day what can be more agreeably overcome in two. The school begins to fill again in June, and generally has a fair attendance in July. Then in August it begins to fall off, as the harvest season approaches, and the presentiment of the vacation begins to suggest itself.

Attendance.

Ordinary vacation time.

Agricultural operations.

That the blame of this irregularity of attendance, so far as there is blame, lies chiefly on the parents, must be distinctly admitted. Having themselves generally but a hazy conception of what education is, they but inadequately, if at all, realize the injury their children suffer by the interruption of their lessons. They have but a defective appreciation of the importance of punctuality and perseverance in work of any kind, and much less do they understand it in reference to intellectual pursuits. The same ignorance makes them imagine that the amount of education which they deem adequate may be acquired in a much shorter time than is really neces-

Parents to blame.

Attendance.

sary. Those of them who are unable to test the progress of their children, are apt to imagine that the mere act of going to school, and spending a certain amount of time there, is quite a satisfactory fulfilment of the business of education, and after their children have gone through a three or four years' curriculum of intermittent attendance, with a resulting ability to flounder more or less blindly through a piece of English reading, and perhaps to scrawl an ungrammatical letter with infinite labour, they consider the work of education sufficiently complete to justify the subsequent absorption of the children's time more or less entirely in other occupations.

Ordinary duration of school attendance.

The very multiplication of schools within the last twenty years has brought more strikingly into view the carelessness of such parents as do not sufficiently value them. Within the memory of living persons there were numerous remarkable instances of the sacrifices people could make in order to secure even the temporary services of a teacher for their neighbourhood, in places where, now that the blessing is brought gratuitously within reach, there is less zeal shown in taking advantage of it. To this ignorant apathy there are of course frequent and pleasing exceptions, and it may be said that they are continually on the increase. It is perhaps even safe to say that ignorance is the main cause of the evil, and not any general and constitutional indifference to the advantages of education;—for, so far from being dull or boorish in intellect, they are, as a race, very intelligent, and susceptible of keen emotions. With regard to the children themselves, making due deduction for the usual aversion to discipline and task-work in the young, it may fairly be said of them that they are throughout this district in general both eager and apt to learn. I have known and heard of many even touching examples of a passion for instruction, which all the restraints of poverty and parental negligence have been unable to keep down. The pleasure which I experienced, in the course of my inspection of schools, in witnessing so much of bright and eager intelligence, was often mixed with pain at seeing it associated with poverty and raggedness, and thinking how many of these intelligent children, fit for better things, would in the course of a few years, simply for want of a fair start, be inevitably metamorphosed into day-labourers and fishermen.

Attendance best in good schools.

It is important, however, to remark that, as an invariable rule, attendance is best at the best schools. This fact cannot be questioned. Even the most ignorant parents, however incapable of judging of the accomplishments of the teacher or his pupils, are able to judge whether the teacher possesses the rare faculty of making his school attractive, and according as that faculty exists, the obstacles to good attendance will proportionally give way. But that faculty is not common, nor communicable by Normal or other systems, however valuable. The life of a school depends in fact on the individual character of the teacher; in the words of Dr. Andrew Thomson, 'the schoolmaster is the school.'

Whether, then, the general irregularity of attendance in this district is to be regarded as a circumstance always fairly within the teacher's control is a very important question, on which it is hazard-

ous to speak positively one way or other. There is no doubt that as a general rule the teacher has a great deal in his power, if he is able and willing to exercise it, to keep up the attendance of his school. Nor is there any doubt that the irregularity of attendance is in many cases due to the inefficiency of the school; the loudest complaints on the subject being generally heard from men who require some apology for their own remissness or want of attractive power. At the same time, I have seen many schools in which the miserable disproportion of attendance at certain seasons to the number on the roll seemed justly attributable to no deficiency on the teacher's part. How the universal and strict enforcement of the Revised Code conditions as to attendance in such a district would operate is a very serious question, and suggestive of the other question, whether in that case adequate provision ought not to be made for securing the due attendance by means independent of the teacher's influence? The interest primarily to be regarded is, of course, that of the scholars and not of the teacher; and the question is, Whether, looking to the actual state of matters, the interest of the children does not demand such provision in their favour against the ignorance or selfishness of their parents? There is a natural aversion in the public mind to the idea of compulsion in the matter of education.[1] But speaking of the present district of Scotland exclusively, I have to state that many of the most intelligent and experienced men see no other satisfactory remedy for the present state of things,[2] and are of opinion that such legislative compulsion would not only operate beneficially, but be, when once established, obediently submitted to by the population. It being admitted that education is one of the very primary means for the improvement of that population, and that one of the radical and seemingly incurable obstacles to its progress is the apathy of the parents, it is urged that it is the duty of a paternal government to the whole country, but most of all to those who immediately suffer from this evil, to put forth their powers for its cure. It is argued that by deferring to the wishes or indifference of the parents the children are left to suffer a grievous wrong, and positively deprived of the power to become good citizens and productive members of the commonwealth. To the objection that such compulsion is an interference with the liberty of the subject, it is replied, that it is not more so than the compulsion to vaccinate, as a safeguard against small-pox, and that the effects of ignorance are even more deadly and deforming to the mind than that disease is to the body. To the objection that the people are poor, and that such an enactment might be an unjust interference with their means of livelihood, it is answered that the services for which children are detained from school in these dis-

Attendance.

Irregularity not universally under teacher's control.

Question of compulsion.

Arguments in favour of compulsory education.

[1] Those versed in the history of education in Scotland do not need to be told that it is not an idea of modern or foreign growth. It is very emphatically recognised in the earliest of our Statutes on the subject, that of 1494, which enacted that every baron or freeholder of substance, who did not 'hald' his 'sonne and aire' at the grammar schules, 'quhill they be competently founded 'and have perfite Latine' should 'pay to the king the summe of twentie pound.'

[2] See Appendix, Answers to Heads of Examination.

Attendance.

tricts are often of the most trivial and unremunerative kind, that the Factory Act is open to equal objection, and that the period of attendance at school might be so regulated as to leave no room for just complaint on the part of the parents. On the value of these arguments I do not take upon me to decide.

Services that interfere with attendance.

Speaking generally, the services for which children are withheld from school must be said to be unimportant. As for earning of wages, that may be almost put out of account: the demand for day-labour by adults, as already stated, is very limited; that for the paid labour of children is still less. The chief occupation for which they are generally detained from school is the herding of cattle or sheep. Economy and organization of resources have never been Highland characteristics. Accordingly, it is common to find operations perfectly within the power of one person shared among several. The land occupied by crofters being minutely subdivided, and the arable and pasture land very much mixed up, it is quite a common sight, in passing along the high road, to see within a space of half a mile a dozen, or it may be twenty persons, generally children, each severally engaged in herding one particular cow or stirk, which is getting the benefit of the grazing that intervenes between the rigs of oats or potatoes. Even where the sheep or cattle are in a common pasture-ground, it is sometimes considered necessary for each occupant to have his own representative there to watch his interests. This herding business occupies a large number of the younger children. The services of the elder ones, again, are called for in such work as the cutting and gathering of sea-ware, and other agricultural operations, cutting and drying peats, collecting bait for fishers, etc. There can be no doubt, I think, that a little more organization and personal energy on the part of the parents would enable them perfectly to dispense with a large amount of the occupation thus laid upon the children; or, at least, that the period of the year during which at present such occupations diminish the school attendance so greatly might be very much restricted. This is of course one of those questions involving practical difficulties dependent on the will and feelings of human beings, regarding which it is much more easy to decide what ought to be done, than to point out how it can be done. In the meantime, without some very great change in the existing state of matters as regards attendance, it is quite safe to say, that a regular attendance of 200 days (for there is no half-time here), as the necessary qualification for competition under the Revised Code, is far too much to ask in the general run of schools in the district now spoken of. It is satisfactory to know, from the reports of Her Majesty's Inspectors, that a few schools in it have been able to present a very respectable number of pupils for examination under the Revised Code, and in some cases with most creditable and profitable results.[1]

Herding.

Highland Schools under Revised Code.

[1] From Mr. Jack's report for 1864, it appears that of thirty-four schools in Ayrshire, ten in Kintyre, seven in Islay, and four in Skye, examined by him under the Revised Code, the nett payment per head on the average attendance was respectively 8s. 7½d., 7s. 11d., 6s. 7½d., and 7s. 10d. One school in Skye presented thirty-five for examination out of an average attendance of thirty-nine, and ob-

But I am afraid these must be regarded as exceptional cases. I should hesitate to express an opinion on the subject if I did not find so competent an authority as Mr. Middleton, while strongly in favour of the Revised Code, suggesting 100 attendances, or 50 days, as a more workable figure than 200. If that be true of such counties as Dumbarton and Clackmannan, much more so is it of Ross and Inverness. Attendance.

I have already noticed, in more than one place, how lamentably small is the number of girls in attendance. Though the females considerably outnumber the males in the population, the number of girls on the rolls of all the schools in this district when visited by me was only 5151, that of boys 6769, while the numbers in attendance were respectively 3083 and 4090. The causes of this are numerous, and difficult to overcome. Not only are the women in the Hebrides generally more industrious than the men, but the services of girls are more universally available within doors, as well as without. And there is less scruple in withholding a girl from school than a boy, because learning is not considered so important in her case. Special deficiency of attendance of girls.

Of other means, apart from compulsion, that are practically available for improving the attendance, undoubtedly the most important is the influence of landlords and others having authority over the parents. Much might be done, and in some places is done, by the faithful and constant exercise of such influence. In a great part of the Hebrides, however, and in that respect they are, I suppose, not different from the rest of the world, little is done compared with what might be in this matter. Apart from the fact that many of the proprietors are non-resident, it is comparatively a rare thing to find a deep, practical, and everyday interest taken in the education of the young by those who have most power to promote it. To give money for the building or support of schools, and to feel generally desirous that education should flourish is one thing; to look personally after them, to visit them occasionally, and show parents, teachers, and scholars, that they are objects of interest to the owner or occupant of the soil, is another thing. There is a respectable amount of the former kind of interest in education in this district, though the state of some of the school buildings is not creditable. But of the latter there is much less, on the part either of landlords or of the class next to them in importance, the resident gentry. With occasional honourable exceptions, to some Means for improving attendance. Influence of landlords and others.

tained 9s. 10d. per head; one in Kintyre obtained 10s. 5d. per head. The examinations were at the worst season of attendance, viz., summer. 'Notwithstanding,' Mr. Jack says, 'my Ayrshire schools actually obtained *seven-tenths* of the part of the Revised Code marks obtainable had every child who could have been presented passed in every subject. Those in Cantyre and Islay obtained *one-half*; those in Skye, *five-eighths*. The difference is probably due to some extent to circumstances inseparable from the present condition of the Highlands and Islands; but the instances of individual schools in Skye and Cantyre show, as far as they go, that there is nothing in those circumstances which need absolutely prevent Highland and Island schools from obtaining more than the proportion actually obtained on the average by the rural schools of Ayrshire.' Mr. Jack thinks that, on a rough estimate, the Highland and Island attendance is generally about twenty per cent. worse than the Lowland.

Attendance.

of which passing reference has been made in other parts of this Report, it may be said that the clergy are the only class of persons who take a systematic and practical interest in the schools. That it is a duty especially falling on them is true enough. But a visit from any other person, except it may be on the great annual field-day when the school is examined, is in most districts one of the rarest of phenomena in the experience of schoolmasters. I should be sorry if I were supposed to make this fact a ground of general censure, as evidence of want of concern for the best interests of the people. That would be extravagant and wrong. I know that many excellent people often omit to do what might benefit others, simply because it has never occurred to them that it is required, or that so much is in their power,—

> 'But evil is wrought by want of thought,
> As well as want of heart.'

It is unnecessary to point out how beneficial such indications of interest in the school-work might be, especially among a population peculiarly susceptible to the influence of respect for the views of their superiors.

That stronger measures might sometimes be used with advantage is not a mere theory. I know one instance at least where the announcement by a factor, that those parents whose children were not regularly in attendance at the school in a certain district, might make up their minds to quit their crofts at the next term, was followed by most satisfactory results. (See App., p. 151.) The experiment of course involved regular visitation and inspection of the roll. Such a system, generally carried out, would probably do more to improve the attendance of schools than anything else that can be suggested short of legislative compulsion.

Prizes.

The influence of prizes in this direction cannot be considered important. The prizes are, of course, of trifling value, sufficient to stimulate the emulation of children, but inappreciable as a motive to the parents. More substantial rewards of merit, in the shape, *e. g.*, of some provision for aiding the best scholars to get into situations, might probably have a beneficial effect on attendance in this district, and would otherwise do much good.[1] The system followed by the 'Celtic Society' is one deserving of notice, and of more extensive application than the means of that Society admit of. Its funds, which are but limited, are expended on books for prizes in Highland schools, in such districts as choose to compete for them. The competition, however, is not for single schools, but for the representatives of all the schools of a district. These competitions

[1] Sir James Matheson offered in 1854 a prize of £20 to the best scholar in the rural districts of Lewis, as tested by a general competition. But no competitor ever appeared; one of the conditions of the prize being that it was not to be paid in money, but 'to be expended by the Chamberlain in paying for the passage 'and outfit of the successful competitor as an emigrant to Australia.' Probably without that condition, 10s. in ready money would have drawn forth a little army of competitors. The advantages of a free conveyance to the antipodes are but feeble inducements in comparison. I question very much indeed whether any adventurous boy in the Lewis would have been allowed by his parents to accept the boon even without competition.

have not been numerous, but they have been highly beneficial in a limited way, and if a similar system were carried out in every parish, or in combinations of parishes, there can be no doubt that the effect both on scholars and teachers would be very stimulating.[1] The University local examinations are but the attempt to carry out, on a higher scale, the same principle. Attendance.

I found a vast amount of irregularity in the keeping of school rolls; so much so, that I had to abandon the attempt to draw up statistics for the district of the numbers that had attended a certain number of days during the past year, far less to give any correct account of the number that had attended '176 whole days during 'each of the years 1861, 1862, 1863, 1864.' In the inspected schools this point is of course duly attended to; but in the rest the matter is generally dependent almost entirely on the teacher, and the roll is kept in all sorts of ways, according to the degree in which his bumps of order and conscientiousness are developed, sometimes in a prepared book, sometimes on a sheet of paper, sometimes not at all. In the parish schools, when not under Government inspection, the sheet of paper was the favourite method, and it was in some cases rather an ancient document. In the schools supported by Societies there is generally more uniformity and regularity, many of them being obliged to keep the register in a systematic form, in books provided for the purpose, and to send periodical reports to their directors of the state of attendance. But on the whole the want of uniformity and system in this matter struck me at every stage of my progress, as one of the things greatly demanding improvement, and too much in harmony with the irregularity of attendance on the part of the scholars. School registers.

In connexion with this matter, it will be borne in mind that there are great obstacles to the cultivation of punctuality in this region. Clocks and watches are luxuries very rarely to be met with in the houses of the peasantry, and the number of schools in the district that can boast of a clock as part of their furniture does not amount to half-a-dozen.

School Fees.

The question may be asked, Do the fees operate among the poor as a bar to attendance? On the contrary, I am afraid it must be taken for granted that the general prevalence of gratuitous instruction has tended to some extent to diminish the value set upon education, and the eagerness to take advantage of it. In this particular respect I am sorry to have to say, but it is a statement confirmed by the testimony among others of some Free Church ministers, that the system of the Free Church Ladies' Association has been injurious. Fees were never much exacted in this district, judging by the references to the subject in the Statistical Account. School Fees. Gratuitous education. Free Church Ladies' Association schools.

[1] This Society was instituted in 1820 under the auspices of Sir Walter Scott and General Stewart of Garth; it has at present 107 members, and is presided over by the Duke of Argyll. I hope it will not seem egotistical, if, in testimony of what is above mentioned, I cite my own experience. The first prize I ever got was a little book bearing the name of this Society.

School Fees.

But I am not aware that they were ever dispensed with on system, and without exception, even in the Christian Knowledge Society schools. This excellent Association set the example in this district, so far as I am aware, on a large scale, of not only exacting no fees, as a rule, but of also offering inducements to attendance in the form of clothes as well as books. There had been examples of the practice before in isolated cases; and in parts of Scotland much less needy, I believe, such examples might be found. That this was done with the purest and most benevolent intentions is not to be doubted for a moment, and that it has, in many cases, been a work of mercy. But that it has, on the whole, done much harm as well as good, is, I fear, as little to be doubted. Ever since the time of the great destitution of 1846-7, and the subsequent administration of public relief, there has been a more marked tendency than ever was previously known, on the part of the inhabitants of this district, to look for help to others rather than to exert themselves, less of independence, less of shame in receiving that which they have not earned. This deterioration of feeling, to which the operation of the new Poor-Law Act has powerfully contributed, leads now, in some cases, to a profession of greater poverty than is actually experienced, and to the acceptance as a gift of what a little exertion and self-denial would enable the recipients honestly to pay for. As regards school fees, poor as they are in many localities, there are very few, I believe, but the most indigent of cottars, who could not, if they chose, afford to pay a few shillings annually for the education of their children. There are very few of them now anywhere who do not indulge in the luxury of tea as well as tobacco, for both which they generally pay an extravagant price. The price of a single pound of either would pay for one child the ordinary rate of fees, 1s. 6d. a quarter, for all the attendance which is generally given during the year.

Effects of the system.

The effect of a system of gratuitous instruction, not merely in exceptional cases, but as the fixed rule, fortified by additional gratuities in the shape of clothing, is simple and inevitable. It removes, no doubt, any excuse that could be pleaded on the ground of poverty, so far as fees are concerned. But it does not remove the apathy or selfishness which leads to the keeping of children from school, on slight pretences of service required. It rather encourages them, as there is less hesitation in neglecting what is not paid for. I cannot say that the attendance at the class of schools I speak of is more irregular than at others; they are very generally where well taught, the best attended. But the system of charging no fees has affected the other schools, in which fees were and are still professedly charged, in a way sufficiently manifest. I don't know that it has all over the district very seriously reduced the amount of fees in use to be collected. But the practice of charging none at all has increased the difficulty of exacting them to those disposed to make the attempt, and any such attempt, in the case of parents unwilling to pay, has, in point of fact, resulted in the withdrawal of their children from the school. In many cases it is well known that the parents who have a choice of schools at their

command seem to consider it rather a favour on their part to patronize a particular schoolmaster by committing their children to his care, and if the school where the instruction is notoriously gratuitous be in other respects equally eligible, it will of course be preferred. In this way, the practice of taking no fees undoubtedly tends to general injury; for practically throughout this district no fees are paid in any of the schools by those who don't choose to pay. Where nothing is paid, the value set on the commodity is of course reduced, and the important effect on attendance of the selfish desire to get 'pennyworth' is lost to the schools. School Fees.

It pains me to make these reflections on an association which has conferred such signal benefits on this district, and is so much animated by the spirit of true Christian charity. But my duty being to report faithfully what I have seen and heard, I could not, in speaking of this part of the subject, omit these observations. It is urged, I know, on behalf of the system, that if fees were charged, this would be to shut the door of the schools against those who most need them. In some cases I believe it would be so, for one has only to look at some of the children to be satisfied that their parents must be very poor. But they are not all in the same condition. It may also be stated on behalf of this system, that though fees, as such, are not exacted, a method equally effectual is adopted of obtaining a due equivalent for the instruction from such parents as can afford it. Thus, from the letter of the Rev. Mr. Murray in Lewis (App., p. 159), it will be seen that in his parish a sort of rating system is adopted, by means of which £11 were last year contributed to the funds of the Association. But it is entirely voluntary; and how few parents there are who do their duty in this respect in the whole district is shown by the fact that the total contributions last year amounted, for fifty-four schools, in the Hebrides, and North-western Highlands, to £83, or an average of £1, 10s. from each district. There are also contributions made in the form of occasional subsidies to the teacher's stock of provisions, in some places sufficiently liberal to enable him to save a good deal of his small salary. But these occasional and voluntary recognitions of the value of education are not to be regarded as a satisfactory substitute for the general and wholesome rule, that those who can should regularly pay in cash for the schooling of their children, something, however small. Apology for the system.

The whole school fees collected in the district in 1865 amounted to £657, 10s. 11d. An average payment of 2s. 6d. for each of the 12,000 scholars on the rolls would have produced £1500. It is remarkable enough, that while in thirty-three inspected schools the amount was £283, 3s. 10d., being an average of 3s. 3½d. per scholar, in 193 uninspected schools the amount was only £374, 7s. 1d., or an average of 1s. 4½d. per scholar. The fees are always paid quarterly. A calculation has been given of the numbers paying at certain rates per week (App. Tab. VI.), from which it appears that very few pay at a higher rate than twopence a week, and these only for the higher branches. The number paying 'nothing' is 74·1 of the whole. The only islands where all the scholars are re- Amount of fees in district.

School Fees.

turned as paying fees are Iona and Gigha. In three considerable islands, South Uist, Benbecula, and Barray, no fees were paid; in Harris their amount was £1, 5s. In two other large parishes, in Lewis, no fees were paid, as will be seen from the tables in the Appendix. The best paying island as already stated, is Islay; it has 23·1 paying nothing, while Lewis and Skye have respectively 91·4 and 80·5. Till some great change comes over the social state of these islands, the amount of fees paid can never be considerable. But there can be no doubt that it might and ought to be very much above what it is, and that the more it is increased the more will education be prized.

Inspection.

Inspection.

Superiority of inspected schools.

The superiority of schools under Government inspection, as a class, to those not under such inspection, is so generally admitted, and on grounds so patent, that the subject needs little illustration. Were there nothing to distinguish them but the keeping of regular rolls, it would be a great thing. But in every respect they stand clearly out on a footing of comparative excellence. Out of the 226 schools in the district, only thirty-three are inspected, but they had, on the average, nearly twice as many scholars in attendance at the time of my visit as the others; their average being fifty-two, while that of all the rest was only twenty-eight (see Appendix, Table III.) That the education in these schools is more appreciated by the people is shown by the proportion of fees which they collect, as compared with the other schools, the average per scholar in the inspected schools being 3s. 3½d., and in the uninspected 1s. 4½d. The amount of Privy Council money, reported by the teachers as having been drawn by them during the year, was £737, 19s. 6d. (including payment of pupil-teachers), which is at the rate of 8s. 7d. per scholar in attendance at the date of the returns.[1]

Want of superintendence.

The want of superintendence and inspection is in fact the most lamentable, as it is the most remediable, defect in the whole educational provision of the district. It is apparent in numberless ways. In a great many cases, especially in places remote from observation, the schoolmaster is practically independent of all supervision, and may, if so disposed, do very much as he likes. To a man receiving a very paltry salary, for doing what, if well done, is hard work, under uncomfortable physical conditions, the temptations to remissness are more than our frail human nature ought to be subjected to. The teacher being placed, for the most part, under no conventional obligation to the parents of his pupils by the receipt of fees for the instruction he imparts, the natural tendency is, that while they on the one hand are less concerned to take advantage of his services, he on the other feels less bound to take pains that every scholar on his roll should receive the full benefit of the provision made for their education. Fortunately, most of the teachers

[1] The total amount of Government grants for education in Scotland in 1864 was £88,954, 13s. The population of Scotland in 1861 was 3,062,294; of this district, 80,337.

are men of some conscience. But those who stand in no need of the stimulus of supervision must always be regarded as the exceptions, not in this branch of public service only, but in every other. Accordingly it will happen sometimes that the schoolmaster who is not subject to such supervision is not scrupulously punctual in regard to the school hours, and may even follow Charles Lamb's practice, of making up for late beginning by early ending; that he does not trouble himself excessively to inquire why pupils are absent, or to take means for bringing them out better; and that he may not think it any great harm to shut up the school for a day or days, at seasons when the attendance is very small, and 'private affairs' in some other quarter invite or demand his presence. Such things do happen in this district, and are not widely alien to its traditions.

Inspection. Consequences.

The supervision of the clergy has a wholesome effect, so far as it goes. But it is neither universal, nor is it effectual even in the case of those most alive to this duty, to counteract the evils of loose administration in schools not immediately under their control. In the case of the parish schools, again, the partial control possessed by the ministers of the Established Church is practically neutralized by the independence conferred by the tenure *ad vitam aut culpam*. Some of the clergy seem to think that their ancient charge over the parish schools was loosened by the Act of 1861, and that they have now no special call to visit them, except on the occasion of the annual inspection by the Presbytery. In such cases the schoolmaster is left in the interval to his own devices, and might, as one said to me, be teaching the Koran to the children for aught that anybody knows.

Clerical supervision.

The Presbytery examination I have already alluded to as a useful and interesting custom,—I include of course the Free as well as the Established Church. Even under a system which should abolish all denominational distinctions, and place every school under Government inspection, these annual examinations by the clergy might be continued with advantage. In such a happy contingency, one of the benefits that might be expected to result would be the combination of the representatives of different Churches in the same work. But the effect of these examinations is generally transient, nor can they be regarded as adequately taking the place of the searching inspection performed by specially-trained officials, on the only thorough system, that of individual examination of scholars in every branch. The reports of Presbyteries, Established and Free, alike show this. Very rarely is there any expression of dissatisfaction, and then usually in the gentlest terms consistent with veracity. Of minor incidents to which these examinations are liable, one is the practice, fortunately not now general, but by no means obsolete, of supplementing a meagre display of the school's proper force by a muster for the occasion of veteran or disbanded scholars, aided perhaps by a few auxiliaries sent from a friendly school. I did not consider it within my province as an examiner, judging by a first and sometimes brief inspection, to give every schoolmaster with whose school I was dissatisfied a certificate, verbal or written, expressing my opinion, and

Presbytery examinations.

Inspection.

the grounds of it. But that a person or persons, charged with that special duty, should once a year at least, if not oftener, visit and thoroughly examine every school in this district, appears to me one of the first necessities in its educational condition. Without it there need be no hope of general improvement. At present the work of inspection is performed by no less than five different persons. Two on behalf of Her Majesty annually inspect the comparatively small number of schools (thirty-three) receiving Privy Council grants, in connexion with the Established and the Free Church respectively. The General Assembly schools, and some others connected with the Established Church, are examined at much longer intervals by the Secretary to the General Assembly's Education Scheme. The Christian Knowledge Society's schools are now to be examined in the course of two years by the inspector of the Society. The Gaelic Society's schools are annually examined by the Society's inspector. The Free Church Ladies' Association cannot afford to pay for inspection, but they get this duty done generally, but not always, once a year, by one or more clergymen voluntarily undertaking the duty. And yet, with all this agency for the purpose of inspection, the majority of the schools are inspected only once in two years, and a large number besides are never inspected at all, except by the Presbyteries. Two inspectors would be sufficient for the whole schools of the district. Considering the difficulty of travelling, they would have work enough to occupy them during the greater part of the year.

Present number of inspectors.

Teachers.

Teachers.

The total number of teachers in the 226 schools of this district is 286, viz., 200 masters, 2 assistant-masters, 72 mistresses, 1 assistant-mistress, 10 pupil-teachers, and 1 paid monitor. Of the 275 masters, mistresses, and assistants, only 90 have reported themselves as trained in Normal schools, and 47 as certificated, viz., 39 masters and 8 mistresses. Only three masters have University degrees. Putting out of account 52 sewing-mistresses, 30 Gaelic teachers, and the pupil-teachers and monitor, there remain 193 teachers and assistants. Of that number it appears that only 46·6 per cent. have received any special training as teachers. So far as I have ascertained, however, the number of them who have previously been engaged in any other occupation than that of teaching is very small, and there is no example among them of a person of mature or declining years attempting teaching from incapacity for any other employment. Nor, so far as I am aware, is there any instance among them of physical infirmity, save as the result of old age, of which the instances are rather too numerous. The whole number of superannuated teachers reported in the district is seventeen, receiving among them £174. Of these only one was a parochial schoolmaster; most of the rest are retired teachers of the Society for Propagating Christian Knowledge.

Number of teachers.

Character.

Taking them altogether they are a very respectable class of persons, and worthy of a better provision than they generally enjoy.

Looking to the smallness of their incomes in many cases, it need not be surprising that a considerable number of them are persons of very moderate cultivation. The average income of the 275 teachers of both sexes is £26, 17s. 11d.; but, as has been already noticed in other parts of the Report, many of the masters are restricted to incomes varying from £12 to £20 per annum. There is of course a free house in addition, and generally a bit of land; but even with these additions, the position of such schoolmasters is little above that of the crofters around them, and is inferior to that of men who can keep several cows and sheep. There can be no doubt that this tends in a considerable degree to diminish the efficiency of teaching, as well as to lower the popular estimate of its dignity and value. The precise number who have attended University classes has not been ascertained,—not having been provided for in the schedules. I think, however, I am near the mark in estimating that about a half of the 193 above mentioned have attended one or more sessions at a University. Most of the certificated masters have done so, and in every case with manifest advantage. The general testimony of clergymen and other experienced persons is in favour of a combination of University and Normal school training, the one to educate the teacher himself, giving him a somewhat higher standing and a wider horizon, the other to initiate him into the most approved methods of educating and disciplining his scholars. The former alone, without the latter, involves some danger in the case of men not born with the gift of teaching, that elementary work may be neglected or disliked; the latter alone is apt to be allied with a certain drill-sergeant formality of style. But the possession of either alone is infinitely preferable to the want of both, the result of which, except in the case of men gifted with some natural genius for teaching, or animated by an earnest spirit, is usually mere slovenliness and mechanical routine.

Teachers. Remuneration.

The number of pupil-teachers in the whole district is only ten, of whom six are in three schools in the town of Stornoway, three in Islay, and one in Skye. Out of thirty-three schools under Privy Council inspection, there are thus only seven that have pupil-teachers. I believe the smallness of the number is chiefly due to the fact that the value of the services rendered by such assistants is scarcely considered as compensating for the trouble of training them. Besides this, not many of the schools are so large as to require assistance for the teacher. Very few also of the school-buildings consist of more than one apartment, and the hearing of lessons by more than one person simultaneously in the same room is apt rather to distract than to aid in the work of teaching.

Pupil-teachers.

A more useful and perhaps more economical method of supplementing the labours of the teachers would be the institution of a much larger number than now exist of schools taught by women. The total number of female teachers in the district at present is seventy-three, but of these, fifty-two teach only sewing and other industrial work. There are only twenty schools exclusively presided over by female teachers; and none of them belongs to the

School-mistresses.

Teachers.

class of 'Heritors' Girls' Schools.' So far as my experience goes, the proportion of them that are unsatisfactorily conducted is much smaller than of schools taught by men, the most of the teachers being of Normal school training. This fact alone would be an argument for increasing their number. But there are other considerations equally powerful, and special to the circumstances of the district, pointing in the same direction. The number of localities of small population, too far removed from other districts to avail themselves of the means of education supplied there, is in this district unusually large.. For such localities, female teachers would be peculiarly suitable. If qualified by preliminary Normal-school training, without which they may generally be considered more helpless than men to conduct a school, properly so-called, they would be perfectly adequate to take charge of the education of boys as well as girls, while they would impart special instruction to pupils of their own sex in sewing and other female work. That competent schoolmistresses are able to manage even big boys as well as girls, I have seen more than one example of in the district. This may not be the case everywhere, but Highland boys are usually not disposed to rudeness or insubordination.

School-mistresses useful.

Suitable for remote localities.

There are again remote localities where the smallness of the population and the possibility of its entire removal some day put it out of the question that a permanent school establishment should be set up. Such localities, where supplied at all, have been usually provided with a teacher temporarily engaged by the inhabitants,—usually an untrained youth. For such remote localities the services of female teachers would be more valuable, as well as more suitable. They could, in such peculiar circumstances, accommodate themselves to the position, and exemplify as well as teach useful lessons in domestic economy, in ways that men cannot do.

But it is not in such peculiarly situated localities alone that the services of schoolmistresses would be valuable. In many places, where there are at present two schools at no great distance from each other, but both necessary for the requirements of the district, or one large school, it would be of great advantage that there should be a female teacher, as sole teacher in the one case, or assistant in the other, for the special purpose of instructing the younger children and the girls. The returns given of the ages of the scholars in attendance show that, of 7173 of both sexes, 4055, or 56·5 per cent., were under ten years of age.[1] Only 646, or 9 per cent., were above fourteen; while 863, or 12 per cent., were between three and six years of age. While, therefore, there are only two schools in all the district expressly designed for infants, and so-called, it appears that the teachers of the other 224 schools are to a large extent occupied in the teaching of infants. My experience in this matter coincides with what I believe to be the general opinion, that the teaching of infants is work for which women are more adapted than men. A provision for intrusting this work more generally to female teachers would probably not only improve

Female teachers most suitable for infants and girls.

[1] The percentage under that age in all the inspected schools in Great Britain, was 70·43 in 1864; while that of scholars above 14 was only 1·93.

the character of the existing schools, but draw forth into attendance a large number of young children who are at present kept at home, chiefly engaged in domestic recreations not conducive to the neatness of their own aspect, or to the comfort and equanimity of their mothers. The number of such in this district between the ages of three and five, by the census of 1861, was 4062. Of the same age at present, the number attending school is trifling (a thing not the least to be regretted), most of those returned as 'between three and six' being above four years of age. Teachers.

So far as I have been able to ascertain, there would be no difficulty in procuring a supply of female teachers in the district, if some special means were taken, in addition to those now existing, for encouraging clever girls to devote themselves to this work. There is no lack of such girls; I have scarcely seen any good school in which there was not more than one of them. Any others but persons acquainted with the Gaelic language would in most parts of the district be entirely out of place in the position of teachers.

Subjects Taught.

I examined, as already stated, a large number of the schools of every description, for the purpose of testing the quality of the education communicated in them. The season during which the greater part of my visitation took place was that of the worst attendance, and my visits were generally unexpected, so that I saw most of the schools in what may be called *déshabille*. I made of course due allowance for this fact in judging of their character. But good teaching may show itself more distinctly even in the reading of words of three letters than in geometry and Greek; and the everyday state of matters may afford as useful evidence as the results of special preparation. It has been very satisfactory to me to find that the judgments I formed in the case of inspected schools nearly uniformly coincided with those of Her Majesty's inspectors for the district. My attention, according to the instructions, was directed chiefly to the elementary branches; indeed, where I went beyond these, the result was seldom encouraging. Subjects taught.

Reading.—Bearing in mind, as should always be done, that English is to the great majority of the pupils in this district a foreign language, the reading in the Hebridean schools is on the whole marvellously good. The pronunciation of the words is probably better than is to be found in many places further south. There are indeed certain peculiarities that jar on the ear, such as the substitution of the sound of 'u' for 'i,' ('luttle chuldren'), and occasional difficulty in pronouncing 'th' ('surty sousand'), a combination as unknown in Gaelic as in French. There are also strong peculiarities of accent and intonation. But generally the articulation is distinct and correct, partly from the very fact that most of the pupils come to the study of the language without the disadvantage of having grown up in the practice of speaking it in a corrupted or abnormal form. Generally, also, they have a good ear, and the differences of pronunciation in different schools Reading. Pronunciation.

Subjects taught.

Under-standing.

according as the teacher affords, or does not, a good model of elocution, are very noticeable. The understanding of what is read is a different affair. Every good teacher that I have come upon realizes the necessity of interpreting the words of the lesson to the class; and the number of cases in which I found gross or total ignorance of the meaning of what was read, was perhaps less than might be imagined. But still, that is a matter, keeping in view the fact of the language being a foreign one, entirely dependent on the ability and conscientiousness of the teacher. Under a teacher of low accomplishment, or of a careless and formal tendency, it may be possible to carry on a school among a Gaelic-speaking population, in which the scholars shall read and spell fairly, and by preparatory drilling perhaps make a decent figure at an examination, while in reality their knowledge of English is so utterly nominal and inadequate that after they pass from the school all they have acquired drops out of their minds, as completely as if it had never been there, so far as any practical use is concerned. In this respect, I believe there has been on the whole great progress made in recent times, though there is much room still for improvement. Looking, indeed, to the general inability of the adult population to read English with ease or profit, it would seem as if there were some cause for the poor results of past efforts in education in the Highlands, essentially connected with the system adopted, apart altogether from the quality of the teaching. I am certain I speak within the mark when I say that of ten men, nominally 'able to read English,' who may be found in any rural district of the Hebrides, not more than two would be found, if so many, possessed of sufficient skill to read with comfort and edification to themselves an ordinary newspaper paragraph, and without reading aloud. Of those ten persons, on the other hand, five perhaps might be found in some districts to read Gaelic comfortably. Now, considering that the people are generally not dull of intellect, but the reverse, I do not think this deplorable state of deficiency is entirely accounted for by bad teaching, irregularity of attendance, or even want of practice. Without venturing to dogmatize, or pretending to be a discoverer, it appears to me that the practice of teaching a foreign language through the medium only of that language itself is one of the great causes of the ignorance of English that prevails so largely in those parts.

Whether the system of teaching English be sound?

Whether a foreign language is best taught by using it alone as the medium of instruction?

Distinctly keeping in view that, as a general rule, the young Highland beginner in English knows only a few words, if any, of that language, enough just to enable him to answer a few of the simplest questions, and that he never hears it spoken in ordinary conversation at home, how is it possible that a system of instruction entirely couched in that language, to him as difficult as if it were Latin or German, should be successful in giving him a useful familiarity with its vocabulary? The plan of teaching Greek in grammars composed in Latin has been generally departed from as unsatisfactory, even though in that case the pupils were supposed to be tolerably acquainted with the one before commencing the other. But what should be thought of a system of teaching little boys

Greek, out of a lesson-book itself composed in Greek, and by a master addressing them only in the Hellenic tongue, and liable to be considered illiterate and incompetent if he ventured to make the thing intelligible to them in the vernacular? Such a system might fairly be pronounced highly pedantic and absurd. And yet this is really, with a slight difference, the method in which it is still considered right to teach Gaelic-speaking children a language so different in idiom and so difficult to a foreigner as English is. Considering indeed the difficulty so presented, I think the talent displayed by these poor little islanders in picking up any kind of speaking acquaintance with the English language is very much to be admired. The ease with which they learn Gaelic is remarkable. I did not examine many Gaelic schools, but in every one I examined the reading was excellent, and the spelling quite astonishing. I was told that clever children sometimes acquire that faculty in the course of a year, but generally it requires about eighteen months' teaching. But the faculty of reading English generally requires a course of at least three years for its attainment, and still in too many cases it consists merely of the technical power to pronounce certain combinations of letters, representing ideas to the reader but very vaguely, or not at all, a power soon impaired or lost by want of practice.

Subjects taught.

Whether, therefore, in the teaching of English use should not be made from the outset of the only language which the pupil understands, and whether the system of elementary lesson-books for that purpose, and of preliminary training of teachers, should not be modified to suit populations that must for a long time yet be debarred from much practice in the speaking of English, appears to me to be one of the most serious questions in connexion with this whole subject.[1] There may be practical difficulties in the way of this proposal; an experiment at least might be made. It of course implies that the reading of Gaelic should be taught first. It has been objected to the learning of Gaelic first, that the correct pronunciation of English afterwards would be more difficult. The objection is a trifling one, even if it were well founded. There seems, however, no reason why a pupil able to read Gaelic should not pick up English pronunciation as correctly as one able to read

Whether more use might not be made of the vernacular?

Objection to such a method.

[1] I should have hesitated to lay stress on this proposition, however reasonable in theory, if I had not satisfactory corroboration of its soundness from experienced and able men. The testimony of Dr. Mackintosh Mackay (App. pp. 153-6), than whom there is perhaps no person more competent in both respects to give an opinion on the subject, is particularly emphatic.

I find the following observations on this subject in Mr. Lingen's admirable Report on Education in South Wales, 1847:—'Direct education finds no place 'when indirect education is excluded by the popular language, as it were by a 'wall of brass. Nor can an old and cherished language be *taught down* in 'schools; for so long as the children are familiar with none other, they must 'be educated, to a considerable extent, through the medium of it, even though 'to supersede it be the most important part of their education. Still less out of 'school can the language of lessons make head against the language of life.'

In the more recent Report of Mr. Jenkins to the English Education Commission in 1859, on Education in South Wales, the use of the native language as above suggested is strongly urged.

Subjects taught.

nothing. I have seen practical proofs in the Gaelic schools to the contrary. The English pronunciation learned in them is of course far from elegant, but that is due not to the previous training in Gaelic reading, but simply to the fact that the teachers are themselves less accustomed to speak English than Gaelic. But truly, the mere pronunciation is a small matter compared with the power to read with intelligence, and I humbly think that acquirement costs far more time and trouble, both to teachers and scholars, on the present system, than it would by the adoption of the plan above suggested. In practice there is considerable use made of Gaelic by the teachers who speak it, as most of them do, and those who take most pains with their pupils carry on a regular process of translation in every lesson. But many persons, teachers and others, appear to consider the use of the Gaelic language in the school as a mark of rusticity, and think it better that the children should be addressed in words which they don't understand, rather than derogate from the dignity of the business by using the vulgar tongue. I think this is a mistake both in philosophy and practice.

Class-books used.

The lesson-books used often contribute very materially to increase the difficulty I speak of. In the elementary ones there is generally less to complain of, but the reading-books may be said, with very few exceptions, to be pitched utterly above the level of the scholars. In this respect Dr. M'Culloch's very popular collections are the most remarkable. For upper classes in Lowland schools they are perhaps excellent; but the general use of them in the Highlands is one of the most singular examples of the influence of fashion. For one scholar fit to comprehend their elaborate disquisitions on gravitation and mineralogy there are ten who might just as well be set to read the 'Kritik of Pure Reason,' or the 'Juridical Styles.'

Scarcity of books.

Scarcity and want of uniformity of lesson-books constitute an evil not uncommon, I believe, throughout Scotland. In a poor district such as this it prevails of course extensively. Things are improved in this respect since the time, within the memory of living persons, when such books as Buchan's 'Domestic Medicine' and Blair's 'Sermons' might be found used as class-books simultaneously. There is still, however, a great want of uniformity, and in many schools a sad dearth of books, the same one being used by several scholars.

Writing.

WRITING.—The number of scholars in this branch in all the schools of the district is only 49 per cent. of the whole, while throughout the other rural districts of Scotland reported on it is 65 per cent. This is what might be expected, one of the great causes being poverty and want of accommodation. In a large number of the schools the accommodation for writing is very limited, and in one class of them, the Gaelic schools, it does not form part of the scheme of instruction. The more backward state of the pupils in English, in proportion to their age, due chiefly to the fact of its not being their mother tongue, leads of course to a corresponding backwardness in the branches that follow it. Thus Mr. Jack, in his last Report, comparing his Ayrshire schools with those of Kintyre, Islay, and Skye, states that though in the Ayr-

shire schools the proportions of marks obtained in Standards v. and vi.[1] are not great, 'it is clear that, as far as regards reading, writing, spelling, and arithmetic, the older children in the Highland schools are 'as much as a standard and a half, or *eighteen months' work*, behind 'those in Ayrshire.' Subjects taught.

Writing to dictation is quite a modern invention, and is not universally practised except in inspected schools. In a considerable number of uninspected schools, however, the masters of which have had some Normal-school training, it appears to be regularly taught. The proficiency shown in this useful exercise in many schools was rather surprising to me, giving clear proof of intelligent teaching and learning. If it had been thought desirable to exhibit specimens, I could among many indifferent ones, have produced some of the most creditable description. Several times in very unexpected quarters,—I mean in remote localities,—I received perfectly correct exercises from a majority of the number, generally small, who attempted the thing. I generally took a paragraph out of a lesson-book, or dictated a short specimen of correspondence. Dictation.

Arithmetic.—The number in this branch is in somewhat similar proportion below that of the rest of Scotland, being 39·9 per cent. to 57 in the other districts. Very great skill was sometimes displayed in this department, suggesting that at a prepared examination of the whole school the display would be highly gratifying. But the result of the test of simple notation was sometimes very mortifying, such simple sums as 1010 being often a desperate stumbling-block, except to a superior few. The best teachers generally endeavour to instruct their pupils in the principles of arithmetic, and in some instances I found as the result a perfect comprehension of the meaning of the elementary rules. But these instances were not common, and in general it may be said that the teaching of this branch is more mechanical than scientific. The quickness of faculty generally shown by the children was, however, very pleasing, and heavy sums in mental arithmetic were occasionally done with admirable rapidity and precision. Arithmetic.

Geography.—This branch, except in the best schools, including most of the inspected ones, is not at all satisfactorily taught. The proportion of learners is small, 22·9 per cent. of the whole scholars, while in the other districts of Scotland it is 33. This is owing chiefly to inadequate accommodation and dearth of maps, there being some schools in which, from these causes, there are no scholars in this branch at all. The superiority of Islay in this re- Geography unsatisfactory. Want of accommodation and maps.

[1] Mr. Jack gives them as follows (it will be remembered that the results are from thirty-four schools in Ayrshire, ten in Kintyre, seven in Islay, and four in Skye):—

Standards,	I.	II.	III.	IV.	V.	VI.	Total.
Ayr, . . .	30·1	22·4	19·4	12·9	11·4	3·8	100
Kintyre, .	46·4	15·3	18·9	18·1	·8	·5	
Islay, . .	28·7	22·8	24·6	16·5	7·4	...	
Skye, . .	33·5	29·6	19·1	17·8	...	...	

Subjects taught.

spect is shown by its having a percentage of 39·8 in geography, while Lewis, Skye, and Mull respectively have only 18, 21·3, and 17·4 per cent. As already stated, in speaking of Lewis, it is difficult or impossible to preserve maps in damp thatched houses with unplastered walls. Poverty is, of course, another reason for the neglect of this branch, even the small expense of buying an elementary Geography-book being an obstacle. There might be more done, however, in this department than is, even in the entire absence of books. No school need be without at least two maps, the map of the world, and the map of Britain. The latter is, however, remarkably enough, the least commonly in use in any of the schools. England is as much a *terra incognita* to the majority of young Hebrideans, as the Hebrides are to young England. Even Scotland, strange to say, seems not half so popular as Europe and America. This peculiarity in the teaching of geography has been often noticed. It puzzles one to know why a master should at once carry off his pupils to Asia or America, and labour away at the Himalayahs and the Hoang-ho, while Dunse Law and the Tweed are comparatively unknown or forgotten. This singular preference for foreign parts proceeds, I think, sometimes from a mistaken idea that the great divisions of the world should be first mastered, before descending to particular kingdoms. It too often happens, however, that this comprehensive survey is but imperfectly completed by the time the pupil leaves the school for ever. With many teachers again, I suspect this mistake arises simply from looking on the study of geography as a mere exercise of skill. For that purpose one map is as good as another, but one with big rivers and comparatively few towns is better to work on than a map thickly dotted with places requiring to be remembered; therefore Asia or South America is preferred to Scotland. In the schools where this branch is properly taught, I found a very creditable state of proficiency. In a few the pupils were able to draw sketch-maps of their own country, and had a respectable acquaintance with the distinguishing characteristics of the chief places.

Preference for foreign geography.

Grammar.

English Grammar.—The percentage of scholars in this branch is 20·9, in the rest of Scotland, 30. Except in the cases, comparatively few, where the teacher makes the learning of grammar a mental discipline, leading his pupils to apprehend the relation of words to thoughts, and the principles of composition, the process is very mechanical, and one of the least satisfactory included under the head of education. I found a few rare cases where this branch was made both interesting and instructive, and the pupils gave satisfactory evidence of intelligent discipline; but in general, bare parsing was the chief accomplishment, with little or no knowledge why any word was one thing rather than another, except that a certain rule had so declared. This is a criticism probably of very general application. At the same time, even a mechanical knowledge of the grammar of a language not vernacularly spoken is of some use as a corrective of the more gross mistakes apt to be made by persons whose native language is so different in idiom.

Higher branches.

History, etc.—In the higher branches, the proportion of

learners is of course very small, the percentage being, in English History, 7·9; Latin, 2·7; Greek, 0·3; Modern languages, 0·3; Euclid, 1·; Algebra, 0·7; Mechanics, 0·3; Elements of Physical Science, 0·08; Music from notes, 3·2; Drawing, 0·1. The corresponding figures, for the other Scottish districts are respectively 11·, 3·, 0·63, 1·4, 1·2, 1·, 0·24, 1·, 13·, and 3·1, showing, in the case of History, Latin, Euclid, and Algebra, less superiority over the Hebrides in mere number of learners than in any of the rest. Subjects taught.

The general neglect of history is very much to be lamented, and is due chiefly to the want of proper books. Those mostly used as text-books are liable to the same criticism as Dr. M'Culloch's, being written in a style not suited to the capacity of the young, especially of those not deeply versed in the English vocabulary. To them such phrases as 'the policy of tergiversation pursued by this imperious 'monarch' convey little meaning, and afford unfortunate models of composition. Of the simplest and most entertaining work of history ever composed for the young, the 'Tales of a Grandfather,' no copy is ever found in a school. This matter deserves the serious attention of those interested in it. There is no reason why the history of their native country should not be universally read by the scholars, but every reason why it should. I found a few rare and refreshing instances of historical information among the elder boys; but I was more generally grieved by the plentiful lack of knowledge of the leading facts of our national history. In a well-conducted parish school, where the reading and intelligence of the senior class were most satisfactory, I was considerably astonished to find silence and hesitation ensue on my asking the question, 'Who was John Knox?'. I was still more astonished and appalled when one of the bigger boys ventured the hypothesis that 'he was a Christian martyr,' and was 'crucified.' Neglect of History.

The Latin scholars are few, but not much fewer in proportion than in the rest of Scotland. Of the quality of their acquirements I cannot, however, say much. I found a few, but very few, able both to translate and construe accurately. I think the best specimen was in a district Free Church school in Skye, meeting in a very poor thatched house. He read and translated a passage of Ovid with perfect correctness, and even appreciation. Latin.

The quantity of Greek is very small and elementary. Of modern languages the same may be said. Euclid and algebra are respectably taught, so far as I examined. Music from notes is almost entirely confined to the inspected schools, and the learners are not numerous. Singing of hymns and simple songs is however practised to a considerable extent. It is worthy of remark that the most popular hymns are those of Richard Weaver. Drawing is very rare, there being only nineteen scholars in that branch returned out of the whole district. Greek, Modern Languages, Mathematics. Music. Drawing.

The percentage of girls learning needlework is 37·4, being not much under that of the rest of Scotland, which shows 42·6. This department appears to be well attended to; but the number of mistresses in several of the islands, requires, as already stated, to be greatly increased. The proportion learning other industrial work Needlework. Other industrial work.

Subjects taught.

is only 6·7; and of these but a very small number learn such useful arts as washing, dressing, and household work. Another branch in which some instruction would be extremely useful to the elder girls is plain cookery; but it forms no part of the present curriculum of female study—to the great loss and hurt of the community. There are of course practical difficulties in the way in such a district as this.

Religious instruction.

RELIGIOUS INSTRUCTION.—A layman is bound to approach this subject with some caution; but looking upon religion as a branch of education equally with reading or arithmetic, he may correctly appreciate the mode and degree in which instruction in it is imparted. This is perhaps the more called for, that it is a branch supposed, as the very corner-stone of our system of education, to be well attended to, whatever be the state of the rest. I am afraid there is considerable delusion in that belief. There is, I understand, no school in this district that is not daily opened and closed with prayer, and in which a portion of the Scriptures, generally the Old Testament, is not daily read, and a portion of the Shorter Catechism repeated. So far it may be said universally, that religious instruction is, to borrow the usual form of the Presbytery reports, 'duly attended to,' just as the other branches may be said to be duly attended to, in respect that certain lessons are regularly prescribed and performed each day by the pupils. Any stricter application of that phrase to the general mode of communicating this kind of instruction in the schools, as distinguished from other branches, is more than my experience warrants. On the contrary, I was disappointed in this respect to an extent for which I was not prepared. I did not meet anywhere, and I think no one could, in or out of the schools, examples of such gross and heathenish ignorance, even of the name of Christ, as one hears of among mining and other neglected populations in England.[1] Nor was I disposed to demand a high standard of religious knowledge, using that term in the sense so well defined in the Shorter Catechism,—'what 'man is to believe concerning God, and what duty God requires of 'man.' I didn't expect this, and I was not therefore surprised, though perhaps disappointed, to find less of it than could be wished. But in that common and technical sense of the word 'religious instruction,' in which it is applied to what the Rev. Dr. Liddle of Lochmaben says, 'would be better described as instruc-

[1] Only twice did I come upon anything approaching to this in the schools. In both cases, a few of the children could repeat some of the answers to the Shorter Catechism questions; but not one could tell me the names of the four evangelists, or of any of the apostles. When asked, Who was the mother of our Lord? they seemed very much astonished, as at something which they had never heard of. But this was a question to which I sometimes got no answer in better schools than these two. In one of them (perhaps on the whole the worst school I examined), only two children, out of a class of seven, could tell the names of our first parents. They gave many equally conclusive proofs of total ignorance. The quaintness of one answer somewhat relieved the painfulness of the exhibition. On being asked 'What was the sin for which our first parents were put 'out of the Garden of Eden?' there was a long silence. After much repetition, and varying of the question, the most venturesome and intelligent member of the class, a girl of about fourteen, timidly suggested, 'Committing adultery.'

'tion in sacred history and biography,' I confess I was in many instances both surprised and disappointed by the meagreness and deficiency of knowledge shown. It is certainly less important for Scottish children to know accurately the names of Jacob's wives, or the family history of Judah, than that they should have some faint conception of the purpose of their existence, and the will of their Heavenly Father concerning them. But as such knowledge of minute facts in Old Testament history implies careful reading and recollection of the sacred narrative, it is of some use, both present and prospective. Even in this lowest sense of the term 'religious instruction,' I am, however, unable to report so satisfactorily as I had anticipated. In a number of schools I found as high proficiency in this branch as in any other. But of a great many it may be said that sacred history is not much more generally or thoroughly learned in them than secular history. The names of David and Saul are of course more universally familiar than those of Robert the Bruce and Oliver Cromwell; but the number of scholars well versed in the history of the Jewish nation is not much greater than of those who know the leading facts in the history of Scotland. There are good reasons for this apart from mere neglect or defective teaching. In a great many cases the Bible lesson is simply an exercise in English reading. But even where more is, and can be attempted, according to the routine system generally followed, of beginning at the beginning and reading right on, it is but a limited portion of the Bible that can be overtaken in the course of a year. Looking at the matter practically, it seems impossible that if the Scriptures are to be used as a text-book both for instruction in sacred history, and also for instruction in the Christian religion, both purposes should be satisfactorily combined, as a portion of the daily work of any school. A remedy for this would be to have a proper and authorized selection made for the special purpose of school instruction. The number of scholars who can readily answer questions on any part of the Old Testament history, without prompting or routine order of examination, is at present very limited, and such scholars, I believe, derive their more perfect knowledge from Sabbath-school[1] and domestic instruction.

Subjects taught.

Religious instruction: Old Testament.

The number who show any familiarity with the New Testament history is still more limited, and the instances in which that knowledge is combined with anything of the kind of knowledge properly entitled to be called religious are comparatively rare. It is common to find children knowing something about Abraham and Moses, but very little about Christ and the apostles. Those who know the Ten Commandments probably outnumber as twenty to one those who can tell anything of the Sermon on the Mount. Nor does the New Testament appear, where it is read, to be made the

Ignorance of New Testament.

[1] Not having been instructed to inquire on the subject of Sunday-schools, I have no statistics regarding them. I may state, however, that in most localities where there is a week-day school there is also a Sunday school. In the schools connected with the Free Church, in particular, there is, I believe, hardly an exception to this.

Subjects taught.

Religious instruction.

medium of practical religious instruction any more than the Old, except where the teacher makes that a special object, and possesses the requisite gift for imparting such knowledge, which even the most pious men do not always possess. Thus to such apparently simple questions as the following, I have sometimes tried in vain to get a satisfactory answer, however the question might be varied, 'How did Christ give us an example of obedience?' 'What do 'you mean by confessing Christ?' 'What "new commandment" 'did Christ give his disciples?' 'Why is Christ called the Son 'of Man?' I have put such questions to boys and girls who had professedly read the four Gospels, with no result but a painful silence, and a kind of shrinking back, as if one were touching on ground too high to be ventured upon. And yet the same children could perhaps rattle off without a mistake, 'The decrees of God are 'his eternal purpose, according,' etc., in the words of the Shorter Catechism.

The Shorter Catechism.

The Catechism is looked upon, I believe, as the proper text-book for 'religious instruction,' in the higher sense of that term, which goes beyond mere names and historical events; and it is learned by a larger number of children than read the Scriptures. Those who do not learn in either the one or the other may be regarded as receiving no religious instruction in the schools, though in a few instances the attempt is made to convey some simple instruction in religion to the youngest children. But so far as religious instruction depends upon the Catechism, the result is even less satisfactory than in the knowledge of Scripture facts. Not that the Catechism is not taught and learned, by any means. Except in a very few quite exceptional cases, I found that the Catechism had been faithfully taught, *quoad* the repetition of the words. I know many people think it is of no great consequence that the instruction should go no further; those of them who really value the doctrines being of opinion that sufficient good is done by the fixing of the words in the youthful memory, of which in after life the meaning will be recognised and appreciated. Be this as it may, such mechanical communication of great doctrines is hardly entitled to be called 'religious instruction,' and it has some tendency to foster that worst form of ignorance, too common in our country, which is associated with the delusive belief that knowledge is possessed. How this mechanical acquisition of mere words may be accompanied with total ignorance of their meaning is a fact perhaps too well known to need illustration. Let me, however, give a few examples to make plain what I mean. The question is asked, 'What is faith in Jesus Christ?' The answer is given, 'Faith in Jesus Christ is a saving grace,' etc. etc., correctly as in the Catechism. *Q.* 'Now, what do you mean by a saving grace?' Total blank, and no glimpse of a rational answer from anybody. *Q.* 'What is meant by "receiving and resting" on Jesus Christ for salvation?' Profound silence. 'Christ is "freely offered in the gospel;" what does that mean?' Long silence; one intelligent little girl at length suggesting, after much varying of the question, that 'freely offered' meant 'without paying anything.' *Q.* 'Are

you a sinner?' 'Yes.' *Q.* 'Is everybody a sinner?' 'Yes.' *Q.* 'What is a sinner?' Long pause, after which one answers, 'A bad person.' *Q.* 'Is the minister a bad person?' Sensation, and at last, 'No.' *Q.* 'Then is he a sinner?' Impenetrable silence. *Q.* 'What is sin?' 'Sin is any want of conformity,' etc., etc., as in the Catechism. *Q.* 'What's the meaning of "want of conformity?"' No answer. 'If I say that a thing is in conformity with the will of God, what do I mean?' No answer. 'What's the meaning of transgression?' 'Sin.' The next question in the Catechism was asked and answered correctly. 'Now, tell me, what is a heinous sin?' 'Breaking the Sabbath.' *Q.* 'What is meant by aggravations?' No answer, of course. *Q.* 'Were you baptized?' 'Yes.' *Q.* 'Why did they baptize you?' After long pause, 'To give me a name.' *Q.* 'Is that the use of baptism?' 'Yes.' *Q.* 'What does the Catechism say?' 'Baptism is a sacrament,' etc *Q.* 'Is there anything about giving a name there?' 'No.' *Q.* 'Tell me then what baptism means?' No answer. *Q.* 'What does the water used in baptism mean?' No answer. *Q.* 'Does it mean our engrafting into Christ?' 'Yes.' *Q.* 'And what is it to be engrafted into Christ?' Total blank. *Q.* 'Do we engage to be the Lord's when we are baptized?' 'Yes.' *Q.* 'What does that mean?' A faint glimmer of meaning from one. *Q.* 'What is the Lord's Supper?' 'The sacrament.' 'Why is it called the Lord's Supper?' Silence. *Q.* 'Is it sometimes called the communion?' 'Yes.' *Q.* 'What does that mean?' No answer. *Q.* 'Who commanded it to be done?' 'Christ.' *Q.* 'Why did he wish it to be done?' Silence. 'What should it put people in mind of?' One only could tell.

Subjects taught.

Religious instruction: Shorter Catechism.

I give these questions and answers as a specimen of quite an ordinary experience in examination. The remark suggests itself that hesitation or difficulty in answering such questions is attributable to the imperfect knowledge of English possessed by the scholars. I believe this does to a considerable extent account for their deficiency in this as in other branches, and may entirely justify their ignorance of the meaning of such terms as 'engrafting,' 'aggravation,' etc. Such language is perhaps as truly foreign to Lowland children as to Highland. To make sure, however, that there should be no doubt of my meaning, I took care, when I found difficulty, to vary my questions, and put them in the simplest possible form, in the vernacular tongue, and with no better result, simply because though certain words had been learned, there were no ideas conveyed by them to the mind.

I did not examine in this branch in every school, but I did so in a sufficient number to warrant me in taking them as typical of the whole; and the above criticism applies to every class alike, with this exception, that the schools conducted by thoroughly trained teachers are usually better in this as in other branches. That individual masters sometimes pay more attention to the religious instruction of the children than others need hardly be stated. On the whole, while I found many most pleasing examples of good instruction in this department, I also encountered so much defi-

ciency, and of so uniform a type, as to suggest serious doubts whether the existing theory and practice of religious instruction be not in need of radical amendment.

Discipline.

Discipline.—As compared with other rural parts of Scotland, it would appear, judging from the experience of the Assistant-Commissioners who visited them, that there is much more quietness and docility manifested in the conduct of the children in the schools of this district than elsewhere. The order and discipline are usually superior in schools taught by thoroughly trained teachers, and vary, of course, with the individual character of the teacher. But in the case even of masters or mistresses more or less incompetent to inspire awe, I have scarcely ever seen any decided exhibition of unruliness and noise. A word, or even a look, was generally sufficient to produce silence, during any temporary interruption of work, provocative of talk. This pleasing characteristic seems to be part of the nature of the people, in which quietness and reverence for authority may be said to be inherent.

General Survey, Condition, and Characteristics of People.

General Survey.

Review of education in district.

Taking now a general view of the existing state of matters, there are, it appears, 226 schools in this district, supported from no less than thirteen different sources, under ten different forms of government (or no government), and employing a staff of 286 teachers, male and female, pupil-teachers, and monitors. Drawn out in figures, this appears to be an imposing educational machinery, and a person unacquainted with the localities might be apt to imagine that these islands are quite overflowing with education. When it is further stated that the number of scholars on the rolls of these schools in December 1864 was 12,070, and in actual attendance 8924, being in the one case a proportion of one in 6·6 of the population, and in the other of one in 9, while the proportions in the county of Edinburgh were respectively 6·3 and 7·6, it might seem that the inhabitants of these insular parts are hardly less alive to the benefits of education than in the very focus of Scottish intelligence, and are duly taking advantage of them. When, on the other hand, we learn from the Registrar-General's returns that the percentage of signatures by mark in the marriage registers of the Hebrides, in 1862, was 47·6 of men and 64·8 of women, or, in other words, that out of 376 couples nearly a half of the men and two-thirds of the women were unable to write their names, while in the county of Edinburgh, the percentage was only 4·33 of men and 8·75 of women, it is perceived that this educational machinery has not, as yet at least, produced such fruit as might have been expected. When we know, in like manner, that in one parish of Islay (which has been called 'the Queen of the Hebrides'), out of 1547 people, above fifteen years of age, and out of school, only 920 were found to read fluently, while 255 could not read at all, and 292 read with difficulty, in short, that *one-third* of the adults were practically without the elements of education, it is evident that there is or has been something wrong or wanting in the educational machinery of these

parts. The details already given have thrown some light on this point, but, in so far as the circumstances of the people bear upon it, some general considerations in addition may now be stated. General Survey.

It must then at the outset be borne in mind, though it is liable to be forgotten, that in comparing this district with the rest of Scotland, due allowance must be made for the very peculiar disadvantages under which the inhabitants labour. Poverty is not in itself an insurmountable obstacle to the attainment of education, as Scotland above most countries can testify; but, as a general rule, physical comfort and wellbeing are necessary conditions to progress in the arts of civilisation. So long as human beings are in a state which renders the mere preservation of their animal existence a matter of anxious and engrossing concern, it is not to be expected that they should sufficiently, if at all, appreciate the importance of intellectual cultivation. They may realize, as matter of utilitarian experience, the advantages flowing from education, but, except in the case of parents of a spirit above the common, there are few of those whose straitness of resources makes the supply of their daily wants their predominant care, to whom the time devoted to the education of their offspring does not appear more or less in the light of a sacrifice, the withholding of which it requires but little to justify. Causes of deficiency. Poverty.

It is one of the first things, then, to be noted of these people, that, generally speaking, their physical circumstances are such as to make one wonder rather at the virtues they exhibit than at the defects they show in contrast with others of their fellow-countrymen. Making proper deduction for considerable numbers of small tenants in particular localities, enjoying comparative competence, and living in comfortable though humble cottages, it holds true of a large majority of the population now spoken of, including all those of the class called cottars, that their social condition is a century behind that of the more favoured portions of the kingdom. They live in poor, smoky, and ill-furnished cabins. They cultivate, in a very rude and improvident manner, small portions of unproductive ground, barely sufficient to yield in good seasons as much potatoes and oats as will support them from harvest to summer. Many of them have neither cow nor sheep; and how they contrive in times of scarcity, without parochial relief or appeal to charity, to preserve existence, is sometimes a mystery even to those best acquainted with their habits and resources. The neighbourhood of the sea is indeed an important advantage, there being few parts of the Hebridean coasts where fishing cannot be prosecuted, when the weather permits, if not remuneratively, at least with sufficient success to provide daily food. The resources of these seas have never been thoroughly worked, and are perhaps exhaustless. But to make them extensively profitable to the natives and the public, an organization is required of a kind not hitherto exemplified.

That they are generally averse to regular and continuous labour is undeniable. Yet nowhere can one see more striking examples of patient toil and contempt for hardship and danger than among the fishermen in some of these islands. To stigmatize them in Want of industry. Causes.

General Survey.

the mass as a lazy people, who have themselves to blame for their poverty, is as unjust on the one hand as it is on the other to attribute the whole evils of their condition to the apathy or selfishness of their landlords. With regard to both there has been much misconception and exaggeration. There is perhaps no part of the kingdom where more indulgence is generally shown to the occupants of the soil than throughout this district. The instances of an opposite disposition are the exception and not the rule. There has not been so much lack of good intention as of good government. As to the people again, those who speak in unqualified terms of their indolence forget the influence of a long course of circumstances in developing habits.[1] These people, and their predecessors for generations, have lived in circumstances as unfavourable to the development of habits of regular industry as could well be imagined. It may almost be said that everywhere but at home they are distinguished by industry. The climate alone is a most serious obstacle to the continuous daily prosecution of any out-door employment. In many parts—most parts indeed—of the district, any regular employment, apart from fishing, is not to be had, except by a very limited number of people. But where it is so, as in the slate quarries and elsewhere, there is no reason to complain of the want of industry, provided the wages are adequate, which is not universally the case. The rate is arbitrary, and I know of instances where it has been such as in any other part of the country would never be offered, or accepted, for the same kind of labour;[2] while the price of provisions is of course higher than in districts less remote. Another cause that tends to diminish the stimulus towards taking advantage of such employment is the mode of payment, the wages being sometimes placed to the credit of the labourer, in security of his rent or of advances made, instead of being paid down. Where this is done, the labourer must in his turn deal with the shopkeeper on credit, and necessarily pays the more. It may seem surprising, and even inexcusable, that able-bodied men in these circumstances should choose to remain at home in a state of comparative idleness during the winter, instead of venturing

Want of employment.

[1] A very impartial and experienced witness thus testifies on this point:—'The 'indolent indifference with which a Highlander appears to treat the offer of casual 'employment for a few days or hours, is too frequently regarded as sufficient evi- 'dence of laziness. I trust that examples of this kind are now becoming rare; 'and as an employer in Islay, for the past thirty years, I have confidence in stat- 'ing that those who have constant remunerative employment to offer, will find 'willing hands who will soon overcome their natural dislike to continuous appli- 'cation, and work steadily and faithfully to the best of their ability. In my 'experience, I have had much satisfaction in their labours; many of them have 'been with me for a long term of years, whom I now esteem highly for their 'character and personal worth.

'It should be remembered that wherever men possess habits of industry they 'are the result of previous training. I do not assert that industry and steady 'application to labour are characteristics of the Highlanders; but my opinion 'is, that their deficiency in these good qualities is not peculiar to their race, but 'to the transition stage of society which they are now passing through.'—'Periodical Destitution in the Highlands, and its Remedy.' By John Ramsay, Esq., Islay, 1863.

[2] *e.g.*, 1s. a day, without food, for quarriers' and masons' labourers.

forth in quest of employment in distant parts of the country. But when it is borne in mind that these people are often utterly unable to express themselves intelligibly in the English language, or to understand it when addressed to them, and that they are burdened with a large share of that clinging love for their homes, which peculiarly marks mountaineers and islanders, these considerations will perhaps lessen the weight of reproach to be attached to a course of conduct so much at variance with the principles of sound political economy. General Survey.

The fact that, in respect of their language alone, most of them are in the position of foreigners when they set foot in the Lowlands, is a very special feature in their condition. This disability has undoubtedly been one of the grand obstacles to their improvement.[1] It is not necessary to hold that the use of the Gaelic language is *per se* incompatible with enlightenment, even without recurring to the days of St. Columba, to whom the civilisation of Scotland and Britain owes so much. Nor is it likely that the mere possession of the language of Shakspeare, supposing it to be instantaneously conferred upon all the inhabitants of the Highlands, would straightway produce a marked change in their character and habits. It would not, I think, of itself, and by virtue of any inherent civilizing power in it, make them more intellectually acute, more moral, or more religious, qualities in which, in spite of everything otherwise inferior in their condition, they can bear favourable comparison with any portion of Her Majesty's subjects. But it would unquestionably confer upon them a power, the lack of which, putting other things out of account at present, is one of the most serious hindrances to their attainment of their just position in the

Language an obstacle to progress.

Influence of language.

[1] The obstructions to progress caused by the difference of language have long been recognised, and even formed the subject of legislation two centuries and a half ago. But the means adopted for overcoming them have been comparatively futile, from the failure to perceive that the entire ignoring of Gaelic in education could never lead to intelligent knowledge of English. An Act of the Scottish Privy Council, of 10th December 1616, interesting as the first extant legislative provision for carrying out Knox's noble design, declares the necessity of establishing a school 'in everie parroche of this kingdome.' The preamble specially points to the 'abolishing and removing' of the 'Irishe language,' as one of the chief causes of the continued 'barbaritie and incivilitie' in the 'Ilis and Heylandis,' and the universal planting of the 'vulgar Inglish toung' as the primary step to a cure.

The preamble of a still more curious Privy Council Act of the same year, emphatically expatiates on the neglect of the 'chiftanes and principall clannit 'men of the Yllis' to educate their children in 'verteu lernyng and the Inglische 'toungе.' This Act, like the Statute of 1494, set the example of compulsion in education, and that in high quarters. It ordained that the chiefs and principal men should send their 'bairnis, being past the age of nyne yeiris, to the Scoollis 'in the Inland,' there to learn 'to wryte [illegible] reid and to speake Inglische,' and that none should be served heir nor acknowledged as tenants to His Majesty, till duly proficient in these three accomplishments.

Again, in 1646, the General Assembly, among other resolutions with a view to the benefit of the Highlands and Islands, agreed 'that an order be procured 'that all gentlemen who are able do send at least their eldest sons to be bred 'in the Inlands.'

The text of these Acts, and one of the 'Statutes of Icolmkill,' of similar tenor, but earlier date, will be found in the Appendix.

General Survey.

scale of civilisation,—the power of expressing their ideas in a manner intelligible to the majority of their countrymen, and of receiving ideas in return. The disadvantage under which Highlanders, unable to speak English freely, labour as competitors for employment in the South, other than the most mechanical, is too obvious to require illustration. They find themselves, in fact, in the predicament of dumb persons, and their sensitiveness to ridicule often exposes them to the pain of being reckoned barbarians, by persons perhaps inferior to themselves in all the elements that constitute real civility, but endowed with the precious faculty of speaking some more or less intelligible form of the English language.

Condition of people.

I have said that, compared with the more advanced districts of the kingdom, many parts of the Hebrides are, as regards the conditions and appliances of civilized life, a century behind. To a stranger, accustomed to see neat and comfortable cottages, surrounded with well-trimmed gardens, with well-clad and tidy children about the doors, the first general impression produced by the aspect of these Hebridean dwellings and their occupants must be one of wonder and of pain. Even the description of it is apt to suggest that the moral condition of the people who are content to live in such a state must be correspondingly low, and the very elements of character absent on which alone any hopes of improvement can be based. To guard against so unjust a conclusion, several counterbalancing facts must be taken into account. To judge from the domestic arrangements of these people, tried by the modern Anglo-Saxon standard, of their comparative moral and social worth, would be as great a mistake as to imagine that the gentlemen and ladies of past centuries were savages, because they ate without knives and forks. To suppose that life in a dirty and smoky hut must necessarily be a state of misery, if not of sin, would be a still greater mistake. *A priori* conclusions on such matters are not safe. The sanitary reformer might conclude that chronic dirt, with spare diet, and sparer clothing (especially bed-clothing), would necessarily produce disease and death in large proportions; the Registrar-General's returns prove the contrary.[1] The chief counteracting agencies are abundant fresh air, water generally of exquisite quality, and moderate exercise. Custom also makes many things not only tolerable, but pleasant, which otherwise could not be endured. These people are peculiarly conservative of their traditionary ways of thinking and acting. Even those changes most calculated for their own improvement are often resisted in that quiet passive way which is the most difficult of all to overcome. What was good enough for their fathers is in their eyes sufficient for them. There is no more perfect type of the *laudator temporis acti* than the true Highlander. Nowhere

Aversion to change.

[1] Taking the mean proportion for the eight years from 1855 to 1862 (the date of the last published returns) inclusive, there have been for every 10,000 persons 157 deaths annually in the insular districts, 177 in the mainland rural, and 265 in the towns. The standard of longevity is also unusually high. There are in all Lewis, with its 21,000 inhabitants and wide extent, only two doctors, both resident in Stornoway. This is not an exception to the general rule in the Hebrides.

is the past more fondly glorified at the expense of the present and the future. I have referred to the domestic economy in Lewis as illustrating this tendency. In Skye I found an old friend inhabiting a neat slated cottage on the property of Mr. Macleod of Grishernish, a gentleman whose energetic efforts for the improvement of his tenantry deserve the highest praise. I congratulated him on the excellence of the accommodation, which he duly acknowledged. But I readily gathered, notwithstanding, that he felt a lingering preference for the old thatched cottage, with its social fire in the centre of the floor, and the cows tranquilly ruminating in the other end, in which he had spent his youthful days.

General Survey.

Aversion to change.

As an extreme instance of how this aversion to change operates in regard to education, I was told by a clergyman in Lewis, that on the departure from the neighbourhood of a Lowland lady, for whose benefit there had been an English service on Sunday while she resided there, a venerable native matron expressed great satisfaction at the news. On being questioned as to the reason, the lady having been deservedly popular, she replied,—'There 'will be no more sermons in English, to make the children prefer it 'to the Gaelic.' This is an extreme case, and the feeling it represents is not common in the less remote districts. But it does exist, and looking to the very great apathy shown by so many parents in regard to their children's attendance at school, and their intense unwillingness to part with them if they can help it, I believe there is often a lurking though perhaps unacknowledged fear that their children may become too proficient in the acquirements which are likely to draw them away from home. The deterioration of character and neglect of friends sometimes shown by those who permanently emigrate doubtless contributes to this feeling. Cognate with it, and still more important in its influence, is the want of enterprise, of self-reliance, and of perseverance against difficulties, which is the grand defect in their character. But even that is neither universal nor incurable. Along with such other vices as evasiveness, greed, cunning, and flattery, of which obtrusive examples are sometimes taken as universal types, the prevalence of this defect is probably due, in large measure, to the miserably dependent condition which has been the lot of this population for so long a time.

Effect on education of indisposition to change.

As to the moral effect of their unfavourable material circumstances on the people, their deficiency in what may be called the economic virtues is palpable enough, and the need of improvement in this respect cannot be too strongly urged. In some of the cardinal virtues, however, they stand high. Kindliness and hospitality are very prominent characteristics, even among the poorest. There is no part of the kingdom in which crime of a serious nature is of rarer occurrence,—a fact all the more remarkable, in contrast with the state of life and manners that prevailed in these regions two centuries ago. Much has been said about sheep-stealing in some districts, but the evidence of its being a general practice is still wanting. Petty theft is said by persons of great experience to be common in certain parts; but generally throughout the district, the

Moral character.

General Survey.

confidence with which articles are left exposed to this risk in the open air seems to afford some proof that it is not misplaced. There is less scruple perhaps in regard to the natural products of the earth, —animal or vegetable. I have had personal experience, and heard instances from good authorities, of a degree of honesty in regard to the restoration of lost property[1] highly creditable, to say the least, to a people whose ancestors, whether Celtic or Scandinavian, held views on the law of *meum* and *tuum* so very different from ours.

In regard to another virtue, to the cultivation of which it might be expected that the domestic habits of the people would not afford much encouragement, the Registrar-General's returns again afford valuable evidence. The percentage of illegitimate births in the insular districts in 1862 was 4·9 of the total births, while in the mainland rural it was 9·9, and in the towns 9·8. Orkney and Shetland are included in the above calculation; but comparing the whole Highlands with the rest of Scotland, the proportion is scarcely less favourable, being 5·5 and 5·6 respectively for the 'northern' and 'north-western' divisions of Scotland, while the next lowest is 8·4 in the 'south-eastern' division, and the high figure of 15·1 is attained in the 'north-eastern.' Deducting Orkney, Shetland, and Bute from the total insular, the percentage for the rest, *i. e.*, the Hebrides, is found to be only 3·9.[2] I have heard it maintained in the face of such statistics, by persons seeming to have special knowledge on the subject, that incontinence is the rule rather than the exception in the Hebrides. It is impossible to answer such statements except by an appeal to these figures, which, on the adverse hypothesis, are unaccountable. In regard to this particular matter there seems to have been improvement rather than otherwise since the olden times, judging, among other things, from old Presbytery records. Adultery is a crime of very rare occurrence in the Hebrides, but does not appear to have always been so. A venerable Roman Catholic clergyman in South Uist, who has lived for thirty-six years in the midst of a very dense population, told me that he had known no instance of it among his flock during all that time.

Illegitimacy rare.

[1] I lost some money on the high road, near the village of Portree in Skye, which I never expected to see again; but before many hours it was restored to my possession by the finder—a poor little girl. I have been told of a cask of whisky driven ashore in Islay from a wreck being carefully returned to the distillery of which it bore the brand. I have even heard of an *umbrella* found and restored in that island to its owner, an instance of scrupulosity almost unparalleled in modern society.

[2] In this scale of respectability, the best counties stand in the following order:—Orkney, 3·5; Ross and Cromarty, 3·5; Shetland, 3·6; Sutherland, 5·0; Argyle, 6·5, after which they ascend from 7 onwards, up to the culminating figure of 16·0 in Banffshire. These proportions are nearly uniform from year to year. Early marriages are sometimes considered as partly explaining this matter; and it seems to be imagined, even by persons resident in this district, that they are more common there than elsewhere. This, however, is an entire mistake. Not only is the marriage rate lower in the Insular or North-western districts of Scotland than in any other part of the country, but the number of persons under 25 marrying is greatly less than anywhere else. Thus, while the percentage of men in all Scotland marrying at that age in 1862 was 42, and of women 59, in the Insular districts it was 25 and 42, and in the North-western 20 and 46.

General Survey.

Condition of women.

The position of the women is not so low as might be judged from the fact that their education is so sadly neglected, and that they are subjected to so much of the most fatiguing out-door employment. They are by no means treated as inferior animals by the other sex, and the intercourse with them is usually marked by kindly consideration, sometimes distinguished by true courtesy. Wife-beating is a practice not yet introduced into the Hebrides.

Character of the people.

Averse to change, they are also jealous for what they believe to be their rights, consequently very litigious, and hard to convince. But they are notwithstanding, when firmly led by persons in whose goodwill they feel confidence, as tractable as any people in the world. The politeness natural to them[1] is apt, when combined with meanness or cunning, to pass into extreme deference, and even servility. But the readiness of assent, which is suggestive of insincerity, is not always evidence of disregard for truth. Their respect for authority is very great,—for authority, however, embodied in a person, rather than for law in the abstract. As the chief was of old, so now the minister, the laird, the sheriff, is to them, if he deserves it, an authority undoubtingly recognised and faithfully obeyed. They are inclined at the same time to have a good conceit of their own wisdom, and, though credulous, they do not readily admit ignorance. Impulsive and generally courageous, they are yet extremely peaceable, very seldom breaking out into violence, save under the influence of drink. Generally speaking, they may now be called a very sober people. The sight of a drunken man, save at fairs, or other great occasions, is exceedingly rare; and a drunken woman would be looked on as a monster. They are highly susceptible of religious influences: making every deduction, and it must be considerable, for the mere love of excitement, the desire to keep up appearances, and their innate tendency to superstition, they are entitled to be considered on the whole a religious people. In particular districts, this statement is of course more applicable than in others. There are many parishes where family worship is now the rule, instead of being, as it was some forty years ago, the rare exception. Justice requires an admission in this respect of the valuable services rendered by the Gaelic schools. The mere faculty of reading the Scriptures in their native tongue has been to those who have acquired it a source of unquestionable benefit, for which

[1] On this point, a very high authority, Sir John M'Neill, says, in reference to his dealings with these people at the time of his visit and report, subsequent to the great destitution: 'It is due to the working classes in the parishes I have 'visited to state that their deportment was uniformly civil and obliging, even 'in circumstances that might have produced feelings of discontent. . . . Every-'thing I had to state to them was calculated to disappoint their expectations. '. . . Yet I did not anywhere observe a tone, a look, or a gesture that indicated 'resentment, or even irritation. They frequently argued freely, sometimes with 'considerable ability and subtlety, never with rudeness, and often with a polite-'ness and delicacy of deportment that would have been graceful in any society, 'and such as perhaps no men of their class, in any other country I am acquainted 'with, could have maintained in similar circumstances. Many went away de-'jected, but none without some parting expression of personal kindness or obli-'gation.'—'Report to the Board of Supervision on the Western Highlands and 'Islands, 1851, pp. 4 and 5.'

General Survey.

the possession of a limited knowledge of English would be but a poor substitute.

Translation of the Bible.

This leads to the remark, that only within a comparatively recent period have the people had the advantage of a translation of the Bible in their own language. This fact alone goes far to account for the great ignorance that has hitherto prevailed. The New Testament was first translated in 1769, and the whole Bible did not appear till 1802.[1] For this boon the Highlands were indebted to the Society for Propagating Christian Knowledge. It was a tardy admission of the error, long cherished, and not yet quite extinct, that the steady non-recognition of Gaelic was the right way to improve the natives, and make them adopt English.

Dearth of literature.

Of other literature there is a great dearth. The number of books in the Gaelic language is very limited,[2] and with the exception of poetry, consists almost entirely of translations of English religious works. The number of these to be found in the houses of the poor is so small as to be almost of no account. Unlike the Welsh, the Gaelic population of this country have been obliged to exist without any vernacular literature. Their own poverty, and the indifference of the few capable of supplying such literature, sufficiently account for this fact. The only Gaelic periodicals worthy of mention are the 'Teachdaire Gaelach' (Gaelic Messenger), and 'Cuairtear nan Gleann' (Visitor of the Glens), started, and for some years kept up with vigour, by the late Rev. Dr. Norman Macleod, a man to whom the Highlanders were much indebted in more ways than that.[3] Since his time no attempt has been made to produce another Gaelic periodical, and though there has recently been a considerable revival of literary and philological interest in the language, it has not extended in the direction of any attempt to supply vernacular literature to the Highlanders. This deficiency is not made up unfortunately by an increased demand for English literature. Even a newspaper is a rare object in the houses of the peasantry. No copy of any periodical, so far as I could learn, finds it way regularly under any roof of that class in all the Hebrides.

Gaelic periodicals.

Libraries.

Of libraries, the number in the whole district is very small. In the rural districts I am not aware of the existence of any, except one connected with the congregation of the Rev. D. Murray, Free Church minister of Knock, in Lewis. If there be any others, I have not heard of them. There may have been at one time some such collections connected with schools, but if so, they seem to have disappeared. In some of the towns or villages there are, however, libraries. In Stornoway there is one, forming part of a

[1] The Irish version of Bishop Bedell had previously been circulated to a small extent, through the pious liberality of the celebrated Robert Boyle. He presented 200 copies of an edition of 1000 published in 1685, at his own expense, which seems to have suggested to the General Assembly the printing, in 1690, of an edition of 3000. From that time till 1802 no more copies appear to have been printed.

[2] They amount in all to about two hundred separate works.

[3] The former of these periodicals existed from 1829 to 1831; the latter from 1840 to 1844. Both were discontinued, I believe, for want of due support.

public institution of some importance, embracing a reading-room, occasional lectures, etc., and numbering upwards of 800 volumes, to which yearly additions are made. In Portree, Skye, until last year, there was nothing of the same sort, but an institution of the above description has now been started with some spirit, under the auspices of the resident sheriff and some other gentlemen. At Bowmore, in Islay, there is a considerable library, numbering above 900 volumes, which I understand is taken advantage of to a very pleasing extent by the working classes. At Port Ellen also there is a small library and a reading-room. At Tobermory, Mull, there is a good library of about 400 volumes, begun about three years ago, and extensively read, in connexion with a Mutual Improvement Society, the majority of the members of which are working men. There is another library in Tobermory of about 200 volumes, connected with the Established Church. The literary institution at Easdale has been already referred to. So far as I am aware, the above-mentioned institutions constitute the whole public literary provision of the Hebrides. General Survey.

It may be said, then, that the great bulk of the population are, so far as secular literature is concerned, still in a state of destitution. What makes this the more lamentable is that the old substitute for such mental food, in the shape of the oral literature of song and story, is dying out with marvellous rapidity. It has become the fashion now, in most parts of these islands, to be rather ashamed of that old 'nonsense,'—a feeling the prevalence of which is chiefly due to the influence of the more austere clergy and catechists. The mental vacuity that must exist among people whose intellectual exercise during their leisure hours is confined to the gossip of the neighbourhood, and the unexciting events of their daily life, may be easily imagined. This doubtless, with all due allowance for better motives, is one of the causes of the zeal shown in attendance on religious ordinances in most parts of the Highlands. Sermons or exhortations are, in fact, at present the sole substitute for current literature supplied to the minds of the population; and they sometimes, unfortunately, resemble its least agreeable forms, in being extremely sensational in quality. Old legendary lore disappearing.

The old superstitions are, in like manner with the songs and stories, fast expiring, and are, with rather better reason, coming to be regarded as things in which sensible people are not expected to acknowledge belief. I think the Fairies must be pronounced to be quite extinct. The Second-sight has vanished utterly, even in Skye, once its chief theatre. The Water-kelpie has not been seen by any one now living. The Brownie or 'Gruagach' has long since ceased to haunt any farm-yard. Dead-lights are not quite gone out, but they are seldom mentioned; and ghosts still more rarely, though they are perhaps quietly believed in. Witchcraft on anything of a great scale has not been heard of for a very long time, but some of its pettier forms are still to some extent believed in. The art of depriving cattle of their milk, and cream of its capacity to make butter, is in a good many places still understood to be cultivated by malevolent old women. The Evil Eye Superstitions dying out.

General Survey.

is also still believed in to a greater extent than might be supposed. I have met with a few instances of that belief in persons above the common, both in position and intelligence. It must be remarked, also, that though the old forms of superstition are passing away, the spirit which gave birth to them is still very far from being extinct. The sense of the supernatural, especially in association with ideas of malevolent power, is very strong in this people. There is many a stout man among them who would face any seen danger without fear, whom no inducement would tempt to visit certain spots at the dead of night. This vague dread of the invisible and unknown enters largely into their religious ideas, and, under the guise of Christianity, it has sometimes been developed in aspects as alien to the spirit of the gospel as the worship of Baal or Odin.

These general observations will not, I presume, be considered out of place in a Report of this kind. As I understand the purpose of the inquiry, the improvement of the people is its ultimate aim, to which the collection of facts and figures about schools is but preliminary and subordinate. In that view, whatever helps to a better knowledge of the character and circumstances of those whose welfare is immediately concerned, cannot be considered irrelevant. Their present condition is in many respects a disgrace to our civilisation, and the problem it presents to the legislator is one of exceeding and even painful difficulty. But it is one not the less calling for solution. Other elements besides education undoubtedly enter into it. Reading, writing, and arithmetic will not satisfy hunger or clothe nakedness. But they will increase the power and the facilities for overcoming the circumstances which cause these miseries. What other remedies there may be for improving the condition of these people this is not the place to suggest. But that education of the right sort is the first, the easiest, and the cheapest, is very plain. It is not surprising, therefore, that those most deeply interested in their welfare should look forward with earnest anxiety to the results of this Commission as the promise of better days for the inhabitants of the Highlands and Islands. Nor is it the suggestion of mere partiality that they are worthy of liberal and kindly consideration. They have contributed, in no stinted proportion, in times not long past, to the strength and honour of the British arms. They contribute still in more peaceful ways to the commerce and industry of the nation. The character which they usually bear, in whatever service they are employed, of being well-behaved and trustworthy, would be developed and improved, and made more largely available for the public good, if education were more general, and of a more thorough kind.

Conclusion.

Conclusion.

I have now described the educational state and wants of this district. I have endeavoured to do so with fidelity; but looking back on what I have written, and recalling my impressions on the spot, I doubt whether I have sufficiently represented the urgency of the need that there is for public interposition. It would be difficult to do so without the appearance of exaggeration. I wish it were possible to call up visibly to others, as vividly as they dwell in my own remembrance, the many interesting and eager young faces that have appealed to my sympathies in these remote and isolated places. They would plead more persuasively than any words that can be written or spoken.

It only remains to sum up in a few propositions the main results of the inquiry:—

1. Notwithstanding the great and praiseworthy efforts to extend the benefits of education in this district that have been made by benevolent societies and individuals, the adult population, and especially the women, are still, to an extent not generally known, unable to read or write; and without some great and radical improvement in the means used for remedying that deficiency, it seems likely that a large proportion of the rising generation will grow up in ignorance equally gross, so far as all practical benefit from the arts of reading and writing is concerned.

2. The general ignorance of the English language constitutes a special and powerful obstacle to the progress of improvement in the district. This ignorance is due in a large degree, though not exclusively, to the imperfection of the system of education hitherto in use.

3. The establishment of a well-organized educational apparatus, specially suited to the peculiar wants and circumstances of the district, and within reach of every portion of the population, might be expected to produce, in the course of another generation, results far beyond any that have been, or can be achieved by the existing agencies.

4. Denominational differences present no obstacle to the establishment of a uniform system of education. The statistics of the schools show that even now these differences have much less influence than is generally supposed, in the preference of one school to another. Were all the schools separated from special connexion with particular churches, and open equally to masters of all denominations, the mode of thought that gives rise to such preferences would soon cease to operate, and the only question for parents, if left to their own judgment, would be, 'Which is the best and most 'convenient school?'

5. The chief evils of the present system are these:—

(*a*) *Poverty and precariousness of resources*, with all that is therein implied of injury to the character of the teaching, and the popular appreciation of it.

(*b*) *Want of organization and uniformity*, leading to much waste of force, imperfection and irregularity of system, and division of interest.

Conclusion.

(*c*) *Want of control and supervision*, amounting, in a large number of the present schools, to practical independence of control, with all that that implies of laxity, inefficiency, and sometimes worse than uselessness.

6. An adequate remedy for these defects appears to imply the following main conditions:—

(*a*) The building of a considerable number of new school-houses and teachers' dwellings; but without increase of the total number of schools now nominally exising. The necessary funds for this purpose cannot be raised in the district, the resources of which are totally inadequate to meet such an outlay. The amount necessary would be smaller on the average of each building than would be requisite in any other district of the kingdom; and the total would be trifling, looked at from a national point of view, in comparison with the importance of the benefit to be conferred, not only on the population immediately interested, but indirectly on the community at large.

(*b*) A respectable fixed provision for the maintenance of teachers, with a system of supplementary remuneration, as the reward of, and in proportion to, efficiency; and adequate retiring allowances, in proportion to length and efficiency of service.

(*c*) A strict and uniform, but not too inflexible, system of government, combining local representation with central control; the former to be confined to the smallest number of persons compatible with just regard to various interests, and to imply no power of interference in the school-management; the latter involving universal inspection and superintendence, and final power to enforce dismissal or resignation on due cause shown.

7. To suit the working of such a system, and to secure the highest efficiency in teaching, it is the opinion of all good teachers and of most other experienced persons, that a teaching license or diploma should be a necessary qualification for office, either as a principal teacher, an assistant, or a substitute.

8. To stimulate wholesome emulation among the schools of various localities, good results might be expected from periodical competitions at certain centres, with rewards for distinction, including substantial encouragement to senior scholars, desirous to qualify themselves for the profession of teaching.

9. The erection of the parish school in a few of the more important centres of population into the rank of a grammar-school, with special provision for instruction in the higher branches, as a preparation for the universities, might be expected to have a stimulating effect on education generally throughout the district.

I have the honour to remain,

My Lord Duke, My Lords, and Gentlemen,

Your most obedient servant,

ALEX. NICOLSON.

APPENDIX.

I.—Answers to Heads of Examination.

The following answers were given to printed questions, embracing the chief points referred to in the instructions to the Assistant-Commissioners.

1. Lewis.—A. L. Macdonald, Esq. Sheriff-substitute of the District.

Sheriff Macdonald, Lewis.

1. Comparatively few of the *parents* in this island can read or write, and, generally speaking, the extent of the education of the mass of the people is that about one-fourth part of them cannot read the Bible, even in their vernacular tongue.

2. The number of schools is adequate for more than those children who attend regularly, but not, perhaps, for all who should attend.

3. The situation is convenient enough in some instances for grown-up boys and girls, who can travel a few miles to school, but not for young children, the townships or hamlets in the landward part of the district being sometimes miles apart.

4. A great many children in the district are not in school. In summer they are generally employed herding cattle on the moorland, and working at peats.

5. The chief causes of non-attendance are indifference and apathy of parents and children, and want of clothing on the part of some children. Parents are also apprehensive that if their children are educated they will leave the island, and this feeling may have been partly superinduced by the neglect of parents and relations by such as may have emigrated.

Had fees been regularly exacted (which they are not), religious differences might form an element in the absence from school, but not now perhaps.

In some cases the attendance is bad because the teaching is unsatisfactory. In the landward district the apathy of parents is so great that while they can't judge of the measure of teaching they never trouble themselves on the subject.

Some of the children go to herd when young, and the value of personal services when herding for parents may be one reason of non-attendance. They herd at eight or nine years; they generally earn no wages in Lewis till over fourteen or fifteen. Between fourteen and fifteen they earn from 10d. to 1s. per day.

6. Women are employed in gutting herring and fish in the season, assisting in tilling and manuring the lots, gathering wilks, shearing in harvest, etc.

7. I do not think attendance can steadily be increased in the Lews by any means short of compulsion. Prizes and gratuitous instruction have been resorted to without the desired effect. The present proprietor started a plan of competition of scholars from all the schools in Lews for an annual prize of £20 to enable the pupil to emigrate, but such was the general apathy that no scholar came forward the *second* year. Prizes,

Sheriff Macdonald, Lewis.

however, as now given by the proprietor to schools in town, etc., have *some* good effect as regards attendance, *on the day of the examination* ONLY I fear.

8. In regard to pauper children in the landward parishes, almost all the children may be viewed as educated pauper children, as almost all who attend do not pay fees. In Stornoway, fees are exacted in all the schools except the parish school, in which the whole attendance is generally pauper children or children of parents unable to pay fees.

9. (*a*) Public schools are the most efficient. Except one female adventure school in Stornoway all those in the island are public. (*b*) Between endowed[1] and unendowed schools it is difficult to say, but my opinion inclines to regarding the former as the most efficient. (*c*) Inspected schools are the most efficient.

10. (*a*) There are no evening-schools in Lews. John Mackay, teacher of a school in Stornoway, erected and supported by Sir James Matheson, for the benefit of all denominations, teaches navigation to young sailors during the winter evenings. Had evening-schools been general and well-conducted, I should consider that they would do much good among children who do not work at night. (*b*) The only industrial and infant school is the one in Stornoway erected by Sir James and Lady Matheson. Nothing has proved so valuable a boon to the present generation of Stornoway as this institution.

11. (*a*) I approve of Normal-school training for teachers. (*b*) For schools in the Highlands I do not consider a university education necessary in the person of the teacher, as their minds are generally on the Church, making in many cases the teaching a secondary consideration. (*c*) I am much in favour of pupil-teachers, especially if they are themselves well grounded in what they profess to teach, as I consider this class of teachers much required where the general attendance and branches of education are extensive and cannot be readily or properly overtaken by the master or mistress. Still if a fund could be secured for paying separate teachers for the parish schools, or for the endowment of academies, no doubt properly qualified teachers for the different departments of education would be preferable.

12. Except Sir James and Lady Matheson's female and infant seminary, and another adventure female school, there are no schoolmistresses engaged in Lews, but should these become vacant, I am inclined to think there would be a difficulty in getting successors in Lews.

13. (*a*) Generally speaking, in insular parishes where the incumbent and heritor are on good terms, the choice of an individual to fill the office of parish schoolmaster is left to the incumbent, and *vice versa*, but generally both agree upon a choice. (*b*) I know an instance where the election was very unsatisfactory. It was made prior to the purchase by the present proprietor of Lews. The grounds of complaint I believe to be an idea entertained originally on the part of parents that the teacher lacked the requisite acquirements for such a parish, and other reasons unnecessary here to be explained, but such, however, in the present state of the law as would not justify proceedings to have the party removed. (*c*) The only heritor in Lews always takes a deep interest in the election of schoolmasters. (*d*) I do not think a majority of one denomination would object to appointing a schoolmaster of another denomination,—at any rate, the sole heritor of Lews acting *ex proprio motu* would not draw any distinction, provided the teacher was efficient, and his moral and religious acquire-

[1] By endowed schools are here meant parochial and other schools not dependent on private subscription.

Sheriff Macdonald, Lewis.

ments sound. (*e*) The case referred to is one instance, I believe, of 'difficulty in removing an incompetent schoolmaster,' although no proceedings have been instituted for the teacher's removal. Except in cases of gross immorality, desertion of charge, or habitual neglect of duties, I have always considered difficulties would arise if an attempt to remove took place.

14. (*a*) The systems of election of teachers for non-parochial schools differ. In some schools the election is vested in a committee of management or trustees, in the insular districts composed of illiterate men, who are generally guided by the recommendation of the central educational committee, who sit in Edinburgh, and although the person elected may have all the literary attainments, he may lack the other acquirements necessary for an efficient teacher, and prove otherwise unsuitable for the district or school to which he is appointed. (*b*) Any system of management which omits a regular and competent supervision or inspection seems to me to be very defective, and all non-parochial, and schools not under Government or some other inspection are included. (*c*) The tenure of office I understand to be at pleasure of the body who appoint the teacher, or perhaps from year to year, under what, in law, may be termed tacit relocation, arising from the modes and periods of paying the teacher's salary,—not a desirable position for a teacher, although it may be convenient for guardians and others having the appointment, compared with the difficulty of removing a schoolmaster holding *ad vitam aut culpam*. (*d*) I could mention more than one instance of dissatisfaction in Stornoway and elsewhere, but do not consider the specification of particular cases would redound to much good.

15. While the proprietor of Lews could not be reasonably expected to meet all the educational requirements of the island, I have no doubt many cases exist where difficulty has arisen in getting schools enlarged and repaired for want of funds, should the attendance require such enlargement. These generally were schools under the superintendence of the Free Church.

16. (*a*) I think the funds voted by Parliament have not been judiciously spent. The plans which are required to be followed before a grant is made are too expensive, and not adapted for the Highland districts in many respects, where the schools should be less pretending, and the sums advanced should be made to spread over a wider area, by increased and humbler buildings, so as to bring them nearer the door of the masses of the people.

(*b*) I cannot say that too much has been expended in keeping up unnecessary schools so far as regards Lews, where Government grants to teachers and pupil-teachers are only paid for three schools in Stornoway under Government inspection.

17. The adoption of the *Revised Code* has had a good effect upon teachers and scholars,—making the teachers more alive to the necessity of all possible attention to his duties, whereby a corresponding benefit must naturally be conveyed to the scholars in the various departments of learning. It is not sufficiently tested as yet, however, in Scotland.

18. (*a*) Gaelic is most valued in landward districts, but English reading, arithmetic and writing, geography and mathematics, in Stornoway.

(*b*) Religious teaching is deemed essential, including the Catechism.

(*c*) I think classics have declined, at least in parish schools. I attribute as one cause the few families who have remained in the Established Church.

(*d*) Neither singing nor drawing, etc., much valued.

Sheriff Macdonald, Lewis.

19. Denominational influence operates in causing parents to prefer one school to another, but that influence is greatly on the wane.

20. As regards Lews, where parents have been so little educated, a national system of education would in my opinion prove more effectual than the denominational.

General Observations.

My experience of education in the Lews is, that although much has already been done, more still remains to be done.

The existing schools may not be considered ample for the population, still their number is so great that the means of education are there seen to be *now* remarkably in advance of all other parts of the social economy of the landward districts. In my opinion, there is less reason to regret that they are not more numerous than that they are so badly attended in general throughout the greater of the year, and also in some instances ineffectually taught, which I would in part attribute, in the case of non-established schools, to the absence of many of the principal teachers at the Normal school or University, leaving the schools during the winter when the attendance is greatest in charge of raw and inefficient substitutes.

Again, it is painful to think that the landward people do not consider it the least essential that *females* should be at all educated, so that, except in very few instances, the measure of their education is a knowledge of the Gaelic Bible.

After all the consideration I have given the subject, I have come to the conclusion that, until the people of Lews are made to pay school-fees, and *compelled* to send their children to school regularly, and that Gaelic tuition is limited, I despair of seeing education developing itself among the masses of the people, without which civilisation will progress slowly. Still the English-speaking part of the young population is greatly on the increase, which augurs well.

2. Lewis.—Rev. John Macrae, Minister of the parish of Stornoway (formerly a parish schoolmaster).

Rev. J. Macrae, Stornoway.

1. The inhabitants of this parish have been educated to a considerable extent, but several heads of families cannot read or write.

3. The number of schools is adequate, and the situation mostly convenient.

4. Most children in town are at school, and partially in country.

5. I know scores who are not.

6. Causes of non-attendance—(*a*) Apathy of parents principally; (*b*) Poverty, in part; (*c*) Teaching felt not to be satisfactory in some of the rural schools; (*d*) Not because of children's wages, the children going at large.

7. Attendance can be increased—(*a*) By prizes; (*b*) By the quality of instruction given, in town; (*c*) By making education compulsory; (*d*) Not by gratuitous instruction.

8. Education of pauper children—Poor-law Act partially carried into effect.

9. (*a*) Adventure schools scarcely known; (*b*) The unendowed decidedly here the most efficient; and (*c*) The inspected.

10. (*a*) Evening-schools useful, but not existing to any extent here; (*b*)

Industrial schools for girls excellent; none such for boys here; (*c*) Infant schools—none here. Lewis.

11. I decidedly approve of—(*a*) Normal-school training for teachers; of (*b*) teachers who have had a University education, more than of any others as a rule; of (*c*) pupil-teachers very much. Rev. J. Macrae, Stornoway.

12. Not many schoolmistresses employed here.

13. Parochial schools.—(*a*) Election of schoolmasters generally good, but not improved by the Lord Advocate's bill; (*b*) Instances where the choice was unsatisfactory, in this parish especially, owing to heritor's overruling the influence of people and minister *quoad* parish school, twenty-nine years ago or thereby; (*c*) A majority of one denomination would unquestionably here object to a schoolmaster of another denomination being appointed; (*d*) Instance of difficulty in removing an incompetent schoolmaster here, *quoad* parochial.

14. Non-parochial schools.—(*a*) System of election—by managers; (*b*) Management—the fewer in number, electors and managers generally, the better, a large popular constituency being cumbersome and inefficient; (*c*) Tenure of office, as a rule, *ad vitam aut culpam* is preferable, although our General Assembly's schools answer well on the contrary rule.

15. I know of no instances in which difficulty was found in securing the enlargement or repair of school buildings.

16. Opinion as to effect of adopting Revised Code, upon (*a*) *Teachers*—Implies too much supervision or over government; (*b*) *Scholars*—Tempts strongly to exclusive attention to the 'three R's,' to the prejudice of other essential branches.

17. Description of education most valued—Commercial.

18. (*a*) Religious teaching deemed essential and indispensable; (*b*) Catechism also, of course.

19. (*a*) Classics have declined, owing to their unremunerativeness in a commercial point of view; (*b*) Singing, drawing, etc., are considerably valued in town; (*c*) No industrial training here distinct from other branches.

20. Denominational influence acts extensively in causing parents to prefer one school to another.

21. Denominational or national system of education?—Whichever system best secures sound religious instruction, viz., that of the Bible and Shorter Catechism, is infinitely preferable, and the national not rendering this imperative, would, as it ought to, be intolerable.

3. Lewis.—Rev. James Strachan, A.M., Minister of the Parish of Barvas (formerly taught parochial school in Lewis, and West Parish School in city of Aberdeen for eight years).

1. Very few of the adult population in this parish have been educated. The great mass of them cannot either read or write. Rev. J. Strachan, Barvas.

2. Very many children in the parish are not at school.

3. They are prevented by their parents.

4. The number of schools is adequate, excepting in the north end of the parish.

5. The situation is convenient.

6. Children earn wages at the age of from eight to ten; the wages consist of food and clothing, and are earned by herding cattle.

7. Women are much employed in herding and harvest work; indeed all kinds of agricultural work.

Lewis.

Rev. J. Strachan, Barvas.

8. All of the methods here enumerated (prizes, etc.), excepting the last (education test), have been employed to increase attendance, but with small success. It appears to me that nothing would prove so effective as an educational *assessment*, to be levied on all parents having children under twelve or fourteen years of age.

9. The Parochial Board insists on the attendance of pauper children at school, and pays their fees.

10. (*a*) Public schools are more efficient than adventure; (*b*) Endowed than unendowed; (*c*) Inspected than uninspected.

11. (*a*) Evening schools would work well; (*b*) Industrial schools in the highest degree useful; (*c*) Infant schools would be useful.

12. I approve of—(*a*) Normal-school training for teachers, because it insures accuracy and good method; of (*b*) teachers who have had a University education, could they be permanent; of (*c*) pupil-teachers; they are uniformly well-trained and iustructed.

13. There is difficulty in finding schoolmistresses, from want of sufficient remuneration.

14. In the appointment of a parochial schoolmaster the heritor would, I have reason to believe, yield to the general known wishes of the people.

15. In non-parochial schools, I believe the system of election to be very lax in many cases; the system of management is mostly clerical; the tenure of office is at will of managers.

16. I know of instances in which difficulty was found in securing the enlargement or repair of parish school buildings.

17. My opinion as to the effect of adoption of the Revised Code with reference to teachers, is, that their emoluments would infallibly be reduced; with reference to scholars, that their attention would be too much confined to the elementary branches.

18. (*a*) Description of education most valued, commercial; (*b*) Religious teaching and Catechism deemed essential; (*c*) Classics have declined, probably from the bulk of the teachers not being college men; (*d*) Singing, drawing, etc., not much valued; (*e*) Industrial training approved of, distinct from other branches.

19. Denominational influence does not operate at all in causing parents to prefer one school to another.

20. I should prefer a national system of education to a denominational, if such a one could be devised as would embrace the great leading denominations in the country. The expense of maintaining it would be less, and the *general* efforts to promote its efficiency would be more combined, and therefore more successful.

4. Lewis.—Rev. Donald M'Master, Minister of the Free Church, Back, Parish of Stornoway (formerly conducted a Free Church Congregational School).

Rev. D. M'Master, Back.

1. Population 2017, principally support themselves by fishing. They are spread over a district ten miles long, and occupy in all five townships, divided into 'lots,' for which they pay rents varying from £1 to about £4 annually.

With the exception of one district, I cannot speak favourably of the state of education among the young of the congregation.

2. Gaelic schools were planted from time to time in all the townships.

Lewis.

The Free Church congregational school, and a school supported by the Edinburgh Ladies' Association, afford the only means we possess of obtaining an English education.

Rev. D. M'Master, Back.

3. They almost all read Gaelic. I do not know one head of a family who can read and write English among the whole population.

4. The number of schools is adequate, but the situation not in every instance convenient.

5. Most children are at school during winter, but a number do not attend school. They are sent to herd, etc., when old enough.

6. Causes of non-attendance at school—(*a*) Apathy of parents, in some cases; (*b*) Poverty in most cases, compelling parents to keep their children at work; (*c*) No religious differences between parents and managers. A really good school is *always* well attended.

7. In many instances the parents cannot forego the children's wages.

8. Children earn wages from ten years and upwards; at that age they get from 10s. to £1 annually; herding and nursing are the principal occupations for children.

9. Women are employed to a very great extent in agriculture, and in connexion with the fishing.

10. How can attendance be increased? I think some compulsory means are necessary.

11. (*a*) We have no adventure schools; (*b*) Endowed or unendowed—Our best school is that supported by the Edinburgh Ladies' Association; (*c*) Evening schools in a district like this desirable; (*d*) Industrial schools —We have one, which is useful.

12. I approve of Normal-school training for teachers; of teachers who have had a University education; and of pupil-teachers.

13. Tenure of office in our schools is whilst the schoolmaster continues efficient.

14. Religious teaching is deemed essential, and the Catechism.

15. Denominational influence does not act in causing parents to prefer one school to another. The people are almost to a man attached to the Free Church.

16. I would greatly prefer a national system of education to a denominational, provided security were afforded for a sound religious education. Among a population such as that of this island, education will never be in a satisfactory state if left dependent on the efforts of the people. They have not the means of securing or supporting efficient schools. This congregation would require three schools to overtake the work to be done, and, owing to the people's poverty, they could not support these schools, so as to secure suitable buildings and efficient teachers.

5. North Uist.—Charles Shaw, Esq., Sheriff-substitute of the Lochmaddy District.

North Uist.

1. Of the adult population, those able to read and write are the exceptions.

Sheriff Shaw.

2. I think most children in the parish are sometimes at school, but the attendance is irregular.

3. Where they are not at school, it is generally because their parents don't send them, and, in some few instances, because they are not within reach of schools.

4. The number of schools is not quite adequate; one or two additional

North Uist. — Sheriff Shaw.

are required. The existing schools are convenient to the neighbouring population.

5. Absence from school is owing sometimes to—(*a*) Apathy of parents; not in many cases to (*b*) Poverty; (*c*) If the schools were better taught, I believe the attendance would be better.

6. Only a few children can earn wages, as there is no demand for them; but they are all kept at farm and other work.

7. Women are employed only in assisting the family at ordinary occupations, and a little farm-work on large farms. They are employed in herding, making kelp, shearing, driving carts, etc.

8. Increase of attendance—(*a*) By prizes?—Partly; (*b*) By quality of instruction?—Yes; (*c*) By any particular system of management?—No; (*d*) By gratuitous instruction?—No.

9. Education of pauper children—They can all be educated to some extent, if they choose to attend, except in a few isolated cases.

10. (*a*) No adventure schools here; (*b*) Endowed schools most efficient; (*c*) Inspection does not seem to affect the schools much.[1]

11. I approve of Normal-school training for teachers. If teachers otherwise competent and zealous, a University education would seem an advantage. The former improves the system of teaching, and the latter raises the qualification of the teachers.

12. There is difficulty in finding schoolmistresses in this parish.

13. (*a*) Election of parish schoolmasters—I have sometimes seen a good selection made, and sometimes the reverse. I have not known any instance in which the choice at the time it was made was unsatisfactory. Subsequent experience may have proved it to have been unfortunate. (*b*) Difficulty in removing an incompetent schoolmaster—I cannot say there is so much difficulty now, as an aversion to adopt measures for removal.

14. Non-parochial schools are supplied with teachers either by the Society which pays them, or the General Assembly or Free Church Committees. I have heard no complaint as to system or appointment, if teacher competent; but if the teacher proves incompetent or inattentive, as is sometimes the case, there is dissatisfaction.

15. There is seldom much difficulty in the repair of school buildings, if it be rightly set about. I have not known any cases where an enlargement was asked for.

16. I will not venture to give any opinion on the Revised Code.

17. (*a*) English reading and writing, also arithmetic, most valued. (*b*) I think religious teaching is deemed essential, and that the Catechism is thought generally desirable. (*c*) Only a few children have at any time had a classical education in this parish, and perhaps there are fewer classical scholars than formerly. No marked reason for a change. I think it is accidental. (*d*) Singing, drawing, etc., not much valued; (*e*) Industrial training not been practised.

18. I do not think denominational influence generally operates in causing parents to prefer one school to another. There may be a few exceptions, but the best school is always best attended.

19. Denominational or national education—Whatever system will give the most efficient teachers will do most good.

[1] None of the schools in the district are under Government inspection.

6. South Uist.—Rev. Rodk. M'Donald, Minister of the Parish (formerly a parish schoolmaster).

South Uist. Rev. R. M'Donald.

1. The population of this parish have been educated only to a small extent, and do not remember much of what they have learned.

2. The number of schools is nearly adequate, and the situation convenient.

3. Most children in the parish are at school; but I know some who are not.

4. Where they are not at school, it is owing to—(*a*) Apathy and (*b*) Poverty both, the former having most influence; (*c*) I do not think religious differences between parents and managers have any effect; (*d*) Unsatisfactory teaching is not to any very great extent a cause.

5. Children begin to work and herd for their parents even at eight years of age sometimes, but they do not leave home at an early age to work.

6. Women are employed in harvest-work principally; not much other out-door work.

7. To increase attendance—(*a*) Prizes would have an effect; (*b*) I should say the quality of instruction would have a great effect; (*c*) It is difficult to say what system of school management is best; (*d*) I have seen gratuitous instruction tried and fail; (*e*) The enforcement of an education test is difficult, but would do good.

8. There are but few pauper children, and the parochial board are willing to pay for their education.

9. (*a*) Public schools, I think, are more efficient than adventure, and more suitable here, the people being poor; (*b*) Endowed than unendowed; and (*c*) Inspected than uninspected.

10. Evening, industrial, infant schools.—None of these systems would suit here; in towns and villages I have no doubt they might do good.

11. I decidedly approve of—(*a*) Normal-school training for teachers; (*b*) That they should have a University education is very desirable; (*c*) I approve of pupil-teachers.

12. I believe there is difficulty in finding well-qualified schoolmistresses.

13. Election of parish schoolmasters.—(*a*) I think the election by heritors and clergy is calculated to work well; (*b*) I think I could mention some instances where the choice was unsatisfactory; (*c*) The heritors take part in the election; (*d*) A majority of one denomination would not object much here to a schoolmaster of another denomination being appointed, if he were of any evangelical denomination. Roman Catholics here do not take much to do with such things. (*e*) I don't know of any instances where there has been difficulty in removing an incompetent schoolmaster, but I can well believe that such instances occur.

14. Non-parochial schools—(*a*) Tenure of office should depend on efficiency; (*b*) System of election and of management—both require improvement.

15. Difficulty in securing the enlargement or repair of school-buildings—In all my experience there was considerable slowness to do these things, which still partly continues.

16. Opinion as to Revised Code.—Aid should be given according to numbers and general efficiency.

17. Description of education most valued.—Reading, writing, and arithmetic.

18. I am not sure that religious teaching is deemed essential.

South Uist.
Rev. R. M'Donald.

19. The Catechism is not.

20. (*a*) Classics have declined. The cause is the hurry to get barely as much education as qualifies for business. (*b*) Singing, drawing, etc., not much valued; (*c*) Nor industrial training.

21. Denominational influence operates to some extent in causing parents to prefer one school to another.

22. Denominational or national system?—The former might be improved so as to work well; the latter would be attended with great difficulties.

7. South Uist.—Rev. Donald M'Coll, R.C.C., Iochdar.

Rev. D. M'Coll.

1. Some of the adults have received education, but very few remember what they have learned.

2. One-half of the children in the parish are not at school.

3. Poverty and apathy are the principal causes.

4. The number of schools is adequate; but the situation is not convenient for all the inhabitants.

5. Attendance might be increased, I think, by prizes and compulsion.

6. No provision is made for the education of pauper children.

7. Description of education most valued—Reading and writing.

8. The Protestant and the Catholic children are taught their respective Catechisms by two men appointed for that office; the one by the minister and the other by the priest.

9. Denominational influence does not operate in causing parents to prefer one school to another.

8. South Uist.—Wm. Birnie, Esq., local Factor on the Estates of Mr. Gordon.

Mr. Birnie.

1. Most young people in the parish can read and write, and a few can keep accounts. A great many, chiefly old people, are unable to read and write.

2. Most children in the parish are at schools during winter; do not know any who are not; but they attend very seldom. Education is not appreciated as it should be.

3. The number of schools is adequate and the situation convenient.

4. Where children are not at school it is owing mostly to—(*a*) Apathy of parents; no fees charged or paid; (*b*) Never heard of any religious differences between parents and managers; (*c*) Teaching in some cases unsatisfactory.

5. Children seldom earn wages here; generally employed with their parents herding live-stock, manufacturing kelp, and tilling land.

6. Women employed as domestic servants, and in spring and harvest labour.

7. Attendance can be increased—(*a*) By compulsion; (*b*) Prizes might help; (*c*) By the quality of instruction given; (*d*) System of school management seldom found fault with.

8. Schools most efficient.—(*a*) Free Church schools generally; (*b*) unendowed; (*c*) Inspected.

9. (*a*) Evening schools not suited; distances too far; (*b*) Industrial schools might do good; (*c*) Infant schools—distances rather far.

10. Approve of—(*a*) Normal school-training for teachers? Certainly; (*b*) Teachers who have had a University education?—Not much needed here; (*c*) Pupil-teachers?—Might help.

11. No difficulty in finding schoolmistresses, but not to be had among natives. South Uist.

12. Parochial schools.—(*a*) Election of schoolmasters generally satisfactory; (*b*) No instances within my knowledge where the choice was unsatisfactory; (*c*) Heritors take part in the election; (*d*) Not sure whether a majority of one denomination would object to a schoolmaster of another denomination being appointed; (*e*) Know of no instances where there has been difficulty in removing an incompetent schoolmaster. Mr. Birnie.

13. School buildings.—Three schools and schoolmasters' houses have been erected, and others require improvement.

14. Description of education most valued.—Reading, writing, and arithmetic.

15. (*a*) Religious teaching not deemed essential; (*b*) Catechism not, the great majority being Catholics; (*c*) Singing, drawing, etc., not much valued; (*d*) Industrial training never introduced.

16. Denominational influence causes parents to prefer one school to another.

17. Denominational or national system of education?—National system, certainly.

9. Skye.—Thomas Fraser, Esq., Sheriff-substitute of the District.

1. Many of the adults are unable to read or write, but I can't specify the proportion. Some allowance must be made for the circumstance of the language of their daily life being a different one from that in which they have been taught in school, but there is nothing else to make them forget what they have learned. Skye. Sheriff Fraser.

2. In this immediate neighbourhood most of the children are not at school, but in Skye, generally, most of the children are at school.

3. I think the number of schools is adequate upon the whole, though from the population being scattered there may be hamlets at an inconvenient distance from school.

4. Non-attendance is due partly to distance from school, partly to poverty, and partly to so much of apathy as prevents parents from overcoming the difficulties arising from distance and poverty. I am inclined to think that religious differences and unsatisfactoriness of teaching have little to do with it.

5. There is scarcely any employment for children, except for some of the bigger ones, in herding during summer, either for their own parents or for others. This will account for the non-attendance of some in summer, while the want of shoes and sufficient clothing, will keep some at home in winter.

6. Women are employed chiefly in spring and harvest work on the crops, and many go to the south of Scotland annually in search of similar employment.

7. I know of no means by which the attendance can be increased, irrespective of an improvement in the circumstances of the people. From poverty will arise not only obstacles to school attendance, but also an apathy upon the subject.

8. Inspection must tend to increased efficiency.

9. Teachers in Skye must be Gaelic-speaking, and I do not see how a supply of well-trained Gaelic-speaking teachers can be expected without the encouragement and facilities afforded by Normal schools. I think it very unlikely that we can ever have efficient University-bred teachers in

Skye.

Sheriff Fraser.

Skye, for such men would, I presume, have no difficulty in getting something to do better than teaching in our slenderly endowed schools; and it would certainly be better to have an efficient teacher who had not been at a University, than an inefficient one who had.

10. I am not aware that there is any difficulty in finding schoolmistresses.

11. Parochial schools.—Difficulty in removing an incompetent schoolmaster.—I do not know of any case where it has been tried.

12. Description of education most valued.—Reading, writing, and arithmetic.

13. (*a*) Religious teaching.—The people are almost wholly Presbyterian. Catechism is taught, Bible read; and I have no doubt parents are pleased that it should be so, and would regret, if not object to, the adoption of a different system; (*b*) I believe classics have declined, and that from the great diminution in the number of families in the country of a condition above that of the labouring classes; (*c*) Singing, drawing, etc., not thought of; (*d*) There are no industrial schools.

14. I have no doubt denominational influence does cause parents to prefer one school to another, but the feeling referred to, I am glad to say, seems to have lost much of its undue influence, and I hope all of its virulence.

15. I decidedly prefer the national to the denominational system. I presume there would no question as to their relative advantages, were it not for the existence of what has been called the religious difficulty, and that difficulty is, I believe, not now so formidable as it at one time was. It is based upon the assumed necessity of making religion an indispensable part of every recognised system of education. Now I must confess that I do not see the necessity of this, nor do I, on the other hand, see the necessity of excluding it. I presume what is meant by religious teaching is just teaching the Catechism and the Bible. Now I see no difficulty in the Catechism and Bible classes in such a community as we have in Skye, where almost every one is not only a Protestant, but a Presbyterian; but I see much difficulty in making either the Catechism or the Bible a subject of public class-teaching in South Uist, where I believe a large proportion of the population is Roman Catholic. I would therefore admit the teaching in the one case, and exclude it in the other. Then, again, in no case would I insist on any stray Roman Catholic or Episcopalian taking the religious instruction unless he liked, but, on the other hand, I would not let the existence of a few stray children of either of those Churches be a reason for depriving the bulk of the scholars of their religious teaching. In short, I would teach religion, or rather allow it to be taught, wherever it was desired, and could be taught without exciting strife and jealousy, and then only. Strictly speaking, what I contend for is not the secular system, but simply the negation of the principle which, I think, is at the root of the whole difficulty in the education question, and which has led to whole generations of children having grown up without the advantages which they might have had under an improved national system of education, namely, the principle that religious instruction is in all circumstances to be an indispensable element in any system of education supported by the State.

I have been requested to add my opinion on one or two points not embraced in the printed queries, viz.:—

1. I think there are specialties in the position and circumstances of the Highland population, which call for a mode of dealing with their educational requirements different from that of the other districts of Scotland.

Skye.

Sheriff Fraser.

One instance I have already referred to in answering the queries regarding Normal schools; and there are others arising from the poverty of the people, and their scattered places of residence. This latter circumstance renders necessary a greater number of schools and teachers than a differently located population of the same amount would require, while the former—their poverty—involves an inability to provide from their own resources for their educational requirements.

2. Assuming, as I have no doubt may safely be done, that in many instances the schools in Skye fail to produce fluent and correct readers of English, I attribute that not so much to an improper system of teaching, as to the circumstances of English not being their mother tongue, of the short period of their stay at school, and of their want of opportunity out of school, among a Gaelic-speaking population, of keeping up their familiarity with the language in which they have been instructed. On many occasions, when hearing the pupils in the country schools read English, I have been amazed at the correctness and comparative fluency with which it was done by the smarter and more advanced pupils, though certainly the tones and accent were not all that an English ear would desire.

3. In reference to the subject of classical teaching, I think it right to explain that the decline referred to is not a recent occurrence, but refers to a state of things anterior to my acquaintance with Skye (though that is now of more than twenty years' standing), and which I consequently only know traditionally. What I mean, too, will be better understood if I state that the whole number of families in Skye is about 4100, and that of that number the proportion likely, from their position in life, to desire for their children anything beyond the most ordinary elements of education—in which proportion I include all the proprietors of land, annuitants, clergy, schoolmasters, professional men, and farmers occupying more than thirty acres—is probably not more than 100 families, scattered over the nine parishes of Skye. When it is considered that all, even of this small fraction of the population, cannot be assumed to have children to send to school, it will be obvious that the numbers learning the classics must be small indeed; and it is scarcely necessary to add that such a state of things must exercise a very depressing influence upon teachers, and tend much to lower the educational standard in the country. Another consequence of the same state of things is to make it exceedingly difficult for the small but important class who would naturally desire it, to procure a good education for their children, unless they are rich enough either to keep private tutors, or to send their children to schools in the south country. It were very much to be desired that a superior school were established at Portree, to which those desiring a superior education might resort from all parts of the island. At present there are two boys' schools in Portree, one the parish school, and the other a Free Church school, but neither is in a very satisfactory state; for though the village might support one good school, it could scarcely support two, and the result is that the one injures the other. But it is pleasant to think that there seems no such sectarian jealousy in Portree as to perpetuate this state of things. Besides the two boys' schools, there are likewise two girls' schools, also connected with the rival Churches; and I believe that there are Established children attending the Free Church boys' school, and Free Church children attending the girls' school connected with the Establishment, a fact which seems to show that the supposed superiority of the school weighs more with the parents than their ecclesiastical predilections. But the school accommodation of all the schools, for girls as well as boys, is miserably deficient.

10. Skye.—A. K. Mackinnon, Esq., Chamberlain to Lord Macdonald, etc.

Skye.

Mr. Mackinnon, Corry.

1. Many of the adult population are unable to read or write.

2. A large proportion of children in the district are not at school, partly from poverty, and partly from their services being required by their parents.

3. I think the number of schools is adequate, but there are some localities where a school could hardly be supported from the small number that could attend.

4. Attendance can be increased by abolishing fees, and making attendance compulsory. I don't think prizes do much good.

5. The education of pauper children is paid for by the parochial boards.

6. (*a*) Evening schools.—There are few places in the Highlands where children could conveniently attend, but they might be useful for adults; (*b*) Industrial schools.—For females, I think they would be useful; (*c*) Infant schools.—Would, I think, do good.

7. I approve of Normal-school training for teachers; and of teachers who have had a University education. Pupil-teachers.—I think the master trusts too much to them, and that the duty, where the pupils are not too numerous, should be discharged by the master himself.

8. I don't think there is any difficulty in finding schoolmistresses.

9. Parochial schools—(*a*) Election of schoolmasters. I think that *now* the best man that can be procured is generally appointed; (*b*) I know no instances where the choice was unsatisfactory; (*c*) The heritors, or their representatives, invariably take part in the election; (*d*) I hardly think that a majority of one denomination would object to a schoolmaster of another denomination being appointed; (*e*) In former times there used to be much difficulty in removing a schoolmaster, but it appears a simple matter under the Parochial and Burgh Schoolmasters Act of 1861.

10. I know no instances in which difficulty was found in securing the enlargement or repair of school buildings. The remedy is simple where the heritors refuse, as the schoolmaster has only to apply to the Quarter Sessions.

11. Description of education most valued—Reading, writing, and arithmetic.

12. Religious teaching and Catechism deemed essential.

13. Classics have declined, because the great desire of parents is to educate their children for mercantile pursuits.

14. Singing, drawing, etc., not much valued among the peasantry.

15. In most instances, where there are two schools in close proximity, the parents prefer schoolmasters of their own denomination.

16. Denominational or national system of education?—I am decidedly of opinion that the national system is the best.

17. I think that the special physical circumstances and conditions of the Highland and Island population generally, call for specialty of treatment, in the event of legislative interference for improvement of the schools. Considering the vast extent of some of the Highland and Island population, it is absurd to think that all can get the benefit of *one* parochial school; and the landlords being already so heavily burdened, I am of opinion that Government ought to establish, at their own expense, the additional schools required.

In conclusion, I would remark that many of the present teachers are

Skye.

Mr. Mackinnon.

inefficient, and that the sooner a large number of them are put in the way of retiring the better for the cause of education. I am of opinion that the retiring allowances should be paid by Government, because it is hardly to be expected that heritors already heavily burdened will first pension *one* schoolmaster, and then burden themselves with the salary of another, at, in all probability, a much increased rate.

11. Mull.—Rev. Duncan Clerk, Minister of the Parish of Torosay.

Mull.

Rev. D. Clerk, Torosay.

1. Most of the people in this parish have learned to read and write.
2. Most of the children are at school; only very young ones are not.
3. Children earn wages at about twelve, about 20s. in six months—by herding.
4. There is not much employment for women. Girls, when about sixteen, go for service to the Low country; but the state of morals there is so low that many of them return corrupted.
5. Inspected schools are most efficient.
6. I approve of (*a*) Normal-school training for teachers; (*b*) Teachers who have had a University education; (*c*) Pupil-teachers, where these are requisite.
7. (*a*) Election of parish schoolmasters.—The last election proved highly satisfactory; but on some former occasions such was not the case; (*b*) The heritors and the minister elect; (*c*) I cannot say as yet whether a majority of one denomination would object to a schoolmaster of another denomination being appointed; (*d*) We have had no great difficulty on this point in prevailing upon incompetent teachers to resign. They preferred to do that than be libelled.
8. I know of instances in which difficulty was found in securing the enlargement or repair of school buildings. The heritors of this parish, as they assessed themselves in the maximum stent, avail themselves of the exemption from building school-houses given them in the 11th clause of the Act 43 Geo. III., c. 54, which clause, unfortunately, has not been rescinded by the late Parochial and Burgh Schoolmasters Act 1861.
9 Before giving my opinion on the effect of the Revised Code, I will wait a little to form it better.
10. Common education most valued; viz., reading, writing, and arithmetic.
11. Religious teaching and Catechism deemed essential.
12. (*a*) Classical teaching has not declined; (*b*) Singing, drawing, etc., not much valued; (*c*) Industrial training has not been tried.
13. National education, if allied with sound religion, ought to be the system.

12. Islay.—Rev. James Dewar, Minister of the Parish of Kilchoman.

Islay.

Rev. J. Dewar, Kilchoman.

1. Among the old there are instances of inability to read and write.
2. The number of schools is adequate; if accessible to all, there is no school *out of place.*
3. Most children in the parish are at school: I know some who are not.
4. Where children are not at school, it is owing, in the case of a few, to apathy of parents; in the case of some to poverty; or in the case of the young to distance; never to religious differences between parents and managers, nor because the teaching is unsatisfactory.
5. There is no employment during winter to secure wages for the

Islay.

Rev. J. Dewar, Kilchoman.

young; but during summer and autumn they may by herding earn from one pound to thirty shillings.

6. Women are employed, as in other agricultural districts, weeding, singling turnips, hay-making, shearing, etc.

7. Wages do not affect the attendance of children.

8. Attendance may be increased—(*a*) By side-schools in the localities distant from the present schools; (*b*) I do not think by prizes; (*c*) The quality of instruction is good; (*d*) No objection to present management of schools; (*e*) By gratuitous instruction in the case of some; (*f*) The enforcement of an education test would not do.

9. Provision is made for the education of pauper children by the board paying the fees and supplying with books, etc.

10. (*a*) Public schools most efficient—assuredly; (*b*) Endowed (amply); (*c*) Inspected (strictly).

11. (*a*) Evening schools would be of little use here; (*b*) Industrial schools desirable when properly conducted; (*c*) Infant schools out of the question; (*d*) Also half-time system.

12. I approve of (*a*) Normal-school training for masters and mistresses, so far as it goes; of (*b*) Teachers who have had a University education, most assuredly, if we could secure them; of (*c*) Pupil-teachers, upon the whole, I do.

13. Schoolmistresses are easier got than masters.

14. Parochial schools.—(*a*) Election of schoolmasters.—The present mode is, I think, as good as any; (*b*) Heritors and ministers elect; (*c*) I cannot state an instance where the choice was unsatisfactory; (*d*) The heritors or their factors take part in the election of the schoolmaster; (*e*) It is not unlikely that a majority of one denomination would object to a schoolmaster of another denomination being appointed; (*f*) Difficulty in removing an incompetent schoolmaster?—I have never had to do with any case of the kind; but my opinion is, that in terms of the provisions of the Lord Advocate's Act, there can be no difficulty.

15. Non-parochial schools.—(*a*) In this parish they are appointed by the Assembly's committee, subject to the approval of minute in Presbytery; (*b*) No instance within my knowledge of dissatisfaction in the appointment of a schoolmaster, nor in the system of management.

16. I know no instance in which difficulty was found in securing the enlargement or repair of school buildings.

17. Funds voted by Parliament spent in augmenting the salaries of certificated teachers.

18. I can safely say *there has not* been too much expended on keeping up unnecessary schools.

19. Nor on pupil-teachers. Too little rather, in all cases I have had to deal with.

20. Nor, in any other way, so far as known to me.

21. My opinion is, that the Revised Code, so far as it goes, may, under certain modifications, operate beneficially. I think it is of great advantage to insure the proper grounding of the young; but it operates injuriously against teachers, particularly in Highland districts.

22. Description of education most valued.—Moral and religious.

23. (*a*) Religious teaching deemed essential, most assuredly; (*b*) The Catechism also.

24. (*a*) Classics have declined—*a matter of deep regret;* (*b*) Singing, drawing, etc. Of what use in many localities? (*c*) Industrial training.—I do not approve of such.

Islay.

25. In no case that I know does denominational influence act in causing parents to prefer one school to another.

Rev. J. Dewar, Kilchoman.

26. Denominational or national system of education?—I may briefly state as my opinion that for Scotland the denominational is better adapted than *a national*, as I interpret *a national*.

13. Islay.—Robert Ballingal, Esq., Factor for Charles Morrison, Esq., Islay, and formerly Factor on the Macdonald trust-estates in Skye.

Mr. Ballingal.

1. From the educational census for Islay, very carefully taken up in December last, and the results of which have been tabulated, it will be observed that nearly one-third of the population of this island are unable to read or write.

2. I consider that the number of schools is sufficient for our population, that the situation of those in existence in Islay are convenient for the population, a very few families in isolated districts excepted.

If two-thirds of our population under 15 years of age were in actual attendance at school, there ought to be about 105 scholars in each of our twenty-two schools in Islay. The actual number of scholars attending schools visited from time to time by me will average about fifty to each school, and the accommodation presently provided is ample for double this number of pupils.

3. Where children are not at school, it is owing to a considerable extent to—(*a*) Apathy of parents; (*b*) Poverty? certainly not in Islay; (*c*) Because teaching is unsatisfactory?—Yes; in very many cases.

4. Attendance may be increased to a limited extent (*a*) By prizes; (*b*) By the quality of instruction given?—Certainly so, for where a really efficient teacher is found I find his school well attended. (*c*) By gratuitous instruction?—No. (*d*) By any kind of compulsion or educational test?—This is rather a difficult question. One instance I can mention, where the parish school being ill-attended, notice was given to the crofters of the displeasure of the landlord at the non-attendance of their children, and the probability of their being removed, unless the school were frequented. The result of this intimation was that the school was in a few days filled to overflowing and so continued for years. But the general carrying out in practice of any system of compulsion would, I am afraid, be all but impossible.

5. Provision is made for the education of pauper children by the poor-law guardians, through their inspector, insisting upon attendance, and committees of the guardians visiting the schools with this special object, and by payment of school fees for pauper children.

6. Inspected schools are the most efficient.

7. By the establishment of female industrial schools a better attendance is procured of female pupils.

8. (*a*) I approve of Normal-school training for masters and mistresses. By giving a uniformity to the system of tuition, it is most valuable; (*b*) Teachers who have had a University education?—In Highland districts and the Islands this is of less consequence for the education of the mass of the people.

The tacksmen and better classes have facilities now for sending their children to seminaries for the higher branches of education, which did not exist a quarter of a century ago.

Islay.

Mr. Ballingal.

9. (*a*) My experience as to the election of parish schoolmasters is that it is very often a mere question of denominational creed; (*b*) Any instances where the choice was unsatisfactory?—(1.) In the parish of ——, county of Fife, a teacher was appointed to a parish school, where the attendance had formerly been very large. The new teacher was about twenty-seven or twenty-eight years of age, of good attainments, and physically strong. He was appointed inspector of poor, and held other offices, the emoluments of which, along with his school salary, which was the then maximum, enabled him to live comfortably and to neglect his school. The attendance dwindled from about 200 down to about twenty, and the school became practically useless, while the adventure schools in the neighbourhood increased. (2.) In the parish of ——, county of Argyll, a parliamentary school exists in a populous district, where the attendance is from fourteen to seventeen scholars only. The teacher is a man of very considerable attainments in the classics and mathematics, but who has hitherto failed to draw a full attendance of pupils to his school. The grounds for dissatisfaction in this case are, that no power seems to exist with the Crown, the Presbytery, or the proprietor, to effect a change. Meanwhile, the population suffers. (*c*) Instances where there has been difficulty in removing an incompetent schoolmaster?—I have never known any instance where there was *not* difficulty in removing an incompetent schoolmaster elected for life. I know no instance where the attempt has been successful. In the parish of ——, Inverness-shire, a parochial teacher was libelled by the Presbytery for neglect of duty, of the existence of which there was no doubt, the school, though situated in a populous district, being in fact empty. But the Presbytery failed in removing him.

10. Non-parochial schools.—These teachers are appointed by managers, chiefly laymen, and others interested in education throughout the Western Islands, and they insist upon having well-filled schools and progress in tuition in return for their money. The consequence is, that the teachers exert themselves in a way which is not done in endowed schools, nor am I aware of a single instance in all my experience of a teacher having been capriciously dealt with.

11. Any instances of difficulty in securing the enlargement or repair of school buildings?—In the parishes of —— and ——, in the island of ——, in 1854-5, the parochial schools being, partly from their situation, and partly from other causes, unable to meet the wants of education in their respective parishes, two new schools were required. But owing to the proprietor in both of these parishes being under trust, and the requirements by Government for their assisted schools being so extensive, no aid could be got. The consequence was, that ordinary black Highland huts were erected, partly by benevolent individuals, and partly by the people themselves.

12. Opinion as to the effect of adopting the Revised Code upon teachers and scholars? That the annual inspections by the Government inspector, the keeping of rolls regularly marked up, and diary of operations in the log-book, are slowly effecting an improvement and uniformity in schools of all denominations. On the teachers the effect will be to stimulate to exertion; and on the scholars to show distinct progress from year to year.

I have never been satisfied that there is any real difficulty in carrying out the Revised Code as to the attendance, and payment of teachers in accordance therewith, at least in the island of Islay.

13. (*a*) Classics have declined, owing to increased facilities for pupils attending first-class Lowland schools; (*b*) Singing valued but not much

practised; (c) Industrial training approved of along with elementary branches. Islay.

14. Parents seem to prefer the best teacher, irrespective of his denomination, and as intelligence on the part of the parents advances, this feeling of indifference seems to increase. Mr. Ballingal.

15. Denominational or national system of education? I look on denominational differences as being the sole obstruction to a settlement of the Scotch educational question, and that the sooner that element is eradicated the better for the country. One evil of the denominational system is the want of uniformity in imparting education, and pupils leaving one district for another are retarded in their progress by different modes of teaching. Under a national system this objection would not exist.

16. There is this specialty in the circumstances of the Hebridean population that the people are dispersed along the shores of our islands, and that more schools are requisite for a given number of the population than in the more densely peopled Lowland districts. Our present Scotch parochial school system is inadequate for the wants of these islands, and the numerous benevolent society and private adventure schools instituted to meet this want, are deficient in teaching ability and in uniformity of system.

These evils would be remedied by—(1.) Devoting a fair proportion of the £90,000 voted to meet education grants for Scotland to the Hebrides, in accordance with the population of these islands; at present they receive at least 50 per cent. less than their population entitles them to of the Government grants for education; (2.) By instituting a system of speedy removal of teachers, on certificate of Goverment inspectors that the results of teaching and attendance are unsatisfactory; (3.) By one or more special superintendents for the islands visiting and examining schools, and keeping teachers and pupil-teachers up to a maximum state of efficiency.

14. Islay.—Archibald Macdonald, Esq., Ardneave.

1. I think most of the poor in this parish (Kilchoman) from fifty years downwards have received a common education. Some have retained the benefit, while others have not, the same as in our own class. Mr. Macdonald, Ardneave.

2. I do know instances of respectable poor, and respectables who are *not poor*, being unable to read; these are principally females well up in life. The men as a rule are much better educated than the women, or at least were so formerly.

3 If I rightly understand the meaning of the word 'adequate' as applied to a school, it implies that there is room enough for the scholars resorting thereto, and that the teacher is able to do justice to *all* his pupils educationally. In this respect Islay is well off; the accommodation and teachers' powers are more than adequate to the requirement. But here the question of conveniency comes in to embarrass us. In a sparse population such as ours, it is impossible to have a convenient school with a *good* teacher within two miles of every house, which the parents of the school-going children would wish to have. The children on my farm are, I think, as far from the district school as any within the district, *i.e.*, they have ten miles a day to tramp for their education, viz., five miles going and the same returning, and yet all that are able to tramp the distance attend.

4. With regard to attendance, I may mention here, that in the depth of winter and middle of summer school attendance is at its minimum in this

Islay.

Mr. Macdonald, Ardneave.

quarter. Winter speaks for itself. In summer, *i.e.*, from the beginning of June to the end of September, boys and girls from thirteen years and upwards can earn wages at turnip-thinning, hay-making, and reaping, varying from 6d. to 8d. per diem, which, if they are regular in their attendance, is quite sufficient to clothe and shoe them, with something to spare for the meal-chest. 'Female labour,' in *every sense*, is very common here.

5. (*a*) I think *Normal* schools, meaning thereby schools for schoolmasters, are an excellent invention, and if the *norma docendi* be as nearly perfect as possible, they should be upheld to doomsday.

(*b*) I don't think that, in the Highlands, teachers with an University education would be a whit more useful than their more humble brethren of the Normal schools,—in my opinion they would be less so; their superior qualifications would lead them to expect 'silk purses out of pigs' 'ears,' and both they and their pupils would be sorely disappointed.

(*c*) As to pupil-teachers I have no experience; but I think the plan of elevating superior scholars to the post of instructors in the *same* school should be a powerful inducement to the juniors to covet a similar advancement.

6. I don't think that, in Islay, there is any jealousy with regard to religious denomination, so far as affects schools. We have but two denomination with any following worth speaking of, viz., the Established and Free Churches, and I know members of each who send their children to the most convenient school, whether it be Established or Free.

7. I knew an instance in the parish of Kildalton, where it was found impracticable, without enormous expense, to depose an inefficient and immoral teacher. The minister at the time (now dead) did all he could, *ex officio*, to get the prophet dismantled.

8. There is but one other query under this head upon which I feel competent to speak. Population in this island has decreased very considerably within the last twenty years, and schools have decreased also; but the latter, though fewer in number, have risen greatly in character, and a pupil attending a modern school will learn as much in six months, and that more perfectly, than he would have done in an old one in twelve.

9. On the 'subject-matter of education,' I have very little light to cast. In a purely agricultural population the simplest rudiments are the best. Classics, meaning the dead languages, are worthless. Religious training should certainly be combined with secular, so far as the reading of Scripture; the Catechism I would not insist on, as I think it quite unintelligible to children.

10. I think there is no difference between the Hebrides and many districts of the continental Highlands in respect to educational requirements. The difficulty consists in the providing of *good* education for a widely scattered population. Multiply schools, and you have inferior teachers, unless their salary is supplemented largely by Government and landed proprietors. Place good teachers with good salaries far apart, and they are like roses in the desert.

11. I am most decidedly of opinion that every child should be taught to read in its native language. Just imagine what progress you or I would have made in Latin, or Greek, or French, if we had not been masters of our own tongue before we grappled with the foreigner, especially if our instructor could only explain our errors in the language which we were learning.

12. I cannot understand how compulsion is to be applied to education, and I cannot therefore give a reply to this query.

15. LETTER from the Rev. MACKINTOSH MACKAY, LL.D., Minister of the Free Church, Tarbert, Harris, to the Assistant-Commissioner.

TARBERT, HARRIS, BY STORNOWAY,
February 12th, 1866.

MY DEAR SIR,— . . . I shall take your topics in order. But, first, will you permit me to state, that the portion of the mainland Highlands to which I have been referring, both in my examination for the Education Commission, and to several individuals since, includes the mainland *sea-board*, from the borders of Caithness marching with the county of Sutherland, at the parish of Reay, round by Cape Wrath, and following the sea-board less or more uniformly the whole way to the Mull of Kintyre. I cast all this into the same category with the islands westward of the Mull of Kintyre. The *terminus ad quem* which I sought to contemplate was, that the specialties in the social condition of the whole of that population demanded special treatment, towards a provision being made for the education of those bounds; and that the only adequate provision could be made must be a separate and special grant, to be separately managed by a distinct and separate board or committee, provided with adequate funds out of the general Government educational grant. My proximate calculation was, that the whole of that territory, mainland and islands, would demand two hundred schools additional to those now existing throughout the same territory; but you will observe, putting out of view altogether all those schools now maintained throughout the same territory by benevolent and charitable associations or societies. I cannot look upon them as *permanent institutions*. They may fail any day; and though I felt reluctant to publish it, yet I felt, and do feel the fact, that they can never carry forward a thoroughly well based, or well-conducted system, of even thoroughly good and sound elementary education.

And now, 1*st*, comparing the educational condition of the mainland sea-board, embraced as above, with the islands, my strong and decided impression is, that the islands are very much farther behind. The insularities are numerous, more so by far than the surface breaks on the mainland sea-board. Education hitherto has less overtaken the islands; and besides insularities themselves, you will find, over the surface of most of the islands, roughness of surfaces upon individual islands, want of roads, and mountain torrents and streams, creating divisions and separations, which necessitate, if the island population is to be educated at all, a far greater number of schools in proportion to the population than is elsewhere to be met with. The island type therefore is the more extensive in demand for schools than the mainland type. Nor will you be safe, when laying down any scheme or theory for either mainland Highlands or Islands, to take *distance* from one locality to another, where separate schools are a necessity, as an element of your theory or scheme, nor the number of the population in individual localities. For instance, here is the island of Harris, with its five inhabited tributary islands, the whole population scarcely exceeding 4000, and certainly not fewer than seventeen schools would be sufficient to cause education to be positively *accessible* to the youth of this population, and of schools within this surface, which one can strictly consider permanent, we have but one—the parish school!

2*d*. With respect to children coming to school totally or almost entirely ignorant of English, most unquestionably and undoubtedly the best, the most expeditious method, and in every way the most profitable for the rising generation, is to commence such children by teaching them to read

Gaelic. No person can entertain this conviction more strongly than I do. Nor is it with me either fancy or theory. It is what I have seen largely exemplified and proved. The difficulties which I find in carrying it out are very many, and not less vexatious than they are numerous. Many parents do not wish it; their children have Gaelic enough! Many teachers do not wish it; it adds to their burden of labour; and not a few of the teachers are so deficient in Gaelic themselves, that they recoil from it. Separate books are necessary, and that is an additional expense, and so on. Several teachers among us, no doubt, adopt a *mongrel* kind of course, which is, begin the Gaelic children with the English spelling-book, but whenever they push the children forward the length of spelling the simplest words, they make them translate the English words into Gaelic ones. The theory is, that this method goes on to supply a stock of English vocables and terms to the Gaelic-speaking scholar. But theory is fallacious; in point of fact, it gives even the more labour to the teacher, and even the less profit to the Gaelic scholar; in point of fact, the teacher himself tires of it, and so does the pupil, and the pupil is thrust into an English class; and as for Gaelic or English, let him sink or swim! The result is, that the pupil acquires but miserably little power of reading or understanding either Gaelic or English. And you are *perfectly correct*, depend upon it, in your theory, that that is the cause why those who have nominally learned to read forget it; or rather they feel themselves without stimulus to pursue it. No doubt, the same effect follows, in consequence of early removal from school,—a sore and a crying evil amongst us. Indeed, I may almost term it the *rule*, and not the exception, that boys and lads are removed from school by their parents, often no doubt by the parents' necessities, just when they are beginning to learn anything. But so much the greater necessity that the time they can spare at school should be all the more carefully husbanded.

3*d*. As to the average time taken by children to learn to read Gaelic and English respectively—of course Gaelic-speaking children are meant,—much may depend on the period of age at which they enter school; much on individual capacities of children, and equally much may depend also on the talents and tact and conscientiousness of the teacher. If an apostle said that 'all men have not faith,' had he been speaking of teachers, he might have said with equal truth '*all teachers have not con-science*;' and some of them have neither talent, nor tact, nor conscience at all! But take a child of from eight to nine years of age, with fair average capacity, and let its teacher have average stamina and character, and the child give regular attendance, and at the end of eight or nine months the child will read the New Testament fluently, perhaps the Bible; the Bible within the year undoubtedly. And then, turn him to English, with a class having come the length of the English spelling-book, beginning to join words, that boy or girl will be very speedily found at the head of that class, and may be safely shifted very speedily into a higher class, and carrying all along a thorough *comprehension* of what is read:—he has acquired that habit, and it will stick to him. I should say that on an average the scholar who begins with English will be a superior one decidedly, who will learn to read the English Bible fluently *in two years*, and his intelligence then of what he reads, if he be a Gaelic-speaking scholar, will be far, very far behind what the scholar's will be who has first learned Gaelic reading. And this shortcoming on the part of the English-speaking scholar, specially throughout the Highlands and Islands, has its cause; he does not hear English spoken habitually around him, and in very many cases seldom or never hears it within his own home.

4th. The average attendance, or rather the length of attendance of children at schools in the Highlands and Islands.

It is a very difficult question. Its foundation must be sought for in the economic condition of the parents. But let us take the broadest and widest stratum of our now Highland and Island population, which is undoubtedly the *cottar* class, the general rule is,—however unhappy and unfortunate a rule it be,—that whenever a boy, or even a girl, has come the length of doing any species of work to feed and clothe him or herself, the school is deserted; even before that time, when the boy or girl can tend the household, nurse the children, or boil the pot, if haply there be a pot to boil, or when the boy can pull an oar—no more schooling! Any longer continuance at school is *exceptional*. This, joined with dire irregularity of attendance while they are nominally at school, renders the smattering of schooling they get but nugatory and futile. They may return to school a month or two in winter, but they have to begin again farther back than where they ceased, and the work drags very heavily along; they 'spurn the harrows;' they repudiate school rule and discipline, and few are so far forward as to feel their own way. From the best consideration I can give, when I consider the multitude of obstructive causes, arising both from evil habits of carelessness, and from pinching necessities, and both frequently meeting together, I could not venture approximately to strike the *medium* period of attendance higher than from three years and a half to four years; and you must take into account that either period is broken almost in every case by frequent interruptions of weeks, and even months of non-attendance.

5th. With respect to the *two hundred schools*. In the first place, I gave that as scarcely even a proximate conclusion. It was rather a rough guess. At the same time, I think it may not be very wide of the mark. Then you will please observe, in the second place, it embraced the whole of the mainland territory, to which I have in this communication already referred, together with the whole islands. Next, my idea was that it should be to the exclusion of, or over and above all the *non-permanent* or non-endowed schools, looking upon that class as not by any means a certain or thorough educational provision for those localities, whether mainland or island, where they are now placed. Count the number of parishes from Strath-Hulladale on the borders of Sutherland and Caithness; proceed westward through Lord Reay's (*quondam*) country to Assynt, Coigach, Lochbroom, Gairloch, Applecross, Lochcarron, Lochalsh, Glenelg, Knoydart, Moidart, Ardnamurchan, etc., till you reach Lochaber; cross at Ballachulish, from Appin to Oban; round the Mull of Kintyre, till you come to Lochfine side; both sides of *it*, onwards to Kyles of Bute, and throughout Cowal, coasting it till you come at the head of Loch Long to the borders of Dumbartonshire; and then take the sweep of the whole Western Islands;—and I think you will find I am not so far wrong. The only way to ascertain it accurately, would be to address a circular to each of the ministers, Established and Free Church, within the whole territory. I had a strong inclination to do this at my own hand; but there are such difficulties in the way that I was led to the conclusion that for a private individual to do it would be of but very little avail; and without its being thoroughly done, the result would be but futile.

Perhaps the particular fact or feature to strike the Honourable Commissioners will be, the shortness of the average period of attendance at school, where schools of one kind or other have been placed. But it falls to be considered that the cause of this fact—producing it—is the insensibility among the people to their own want of education, and their under-estimate

of its value; just because they are *without it*, and have hitherto, generally speaking, been altogether so—the very fact which renders it so necessary that they should be supplied with it. It is very plain and palpable that they can never supply themselves; it is equally plain that the proprietary of the country will not and cannot do it. To comply with the regulations and conditions hitherto of the Privy Council Education Committee, is just as far beyond the bulk of our Highland population as any other impossibility. What, then, are we to do? Education is going forward prosperously in all other parts of the British dominions,—and the people's privileges and capabilities improve,—the bulk of the population attaining to a higher moral status. All this passes over *us*, just as high as the clouds over our heads. We are falling behind the age, the generation in which we live. It was the life-time of our Highlands and Islands when the people could live and die in their native localities; now they cannot, and they are unprepared to leave, or to find their way where a strange language and strange ways beset them. On what sound and good principle is it that all our fellow-subjects should have the paternal hand of Government stretched out to aid them, to raise them up, and to help them forward, to elevate them, and that we of the Highlands and Islands should be left? Have we been guilty of any want of fealty to our monarchy or to any of the powers that be? These are really points which urge themselves upon my own mind, strongly and sorely, and never can we have sound and thorough education, without a real and thorough reinforcement of its appliances. I cannot see how these appliances can be set up, either thoroughly or efficiently, but by a moral machinery that will be *plastic*, and accommodate itself to our specialties of condition. In the hands of a board or committee of intelligent men, acquainted with these parts of Scotland, and with an efficient mode of supervision, education would just have its real commencement with us; that is, good, thorough education, which, in truth, we never yet have had. It is a constant grief to me to see how loosely and carelessly, down to *nominalism*, some of our schools are conducted. . . . In short, we can as soon extract 'sunbeams from cucumbers,' as through-going, business-like education from this lifeless, imperfect, and ill-braced up mode of operation. . . . What we want is *thorough education for all the people*. We can never have it for the Highlands and Islands without aid from Government, and aid that will have within itself applicability to our circumstances.

You say most rightly that the capacities of our young people are not beneath average. I should rather be inclined to maintain that they are above average. And it is by such individuals that are seen arriving among them from time to time, that, as one means, education would be stimulated among them. They would become bright examples of success; they would stimulate and encourage others; and a very few years, under a thorough change, would form a new era in our Highlands and Islands. *We need it*, and have we not righteous claims to demand and to receive it? We are not a troublesome, factious, or noisy people. We cost not the Government outlay to keep us in order. I have no doubt—I cannot allow myself to doubt it—were the case fully submitted to the House of Commons, but they would approve such a separate grant. What the Royal Commission may recommend I know not, nor do I take upon me to inquire, but *now* is certainly our opportunity. We are not likely to have the same again.

I fear I may but tease and worry you with the subject, but it is one that lies very near to my heart. . . .—I am, my dear Sir, yours very sincerely,

M. MACKAY.

ALEXANDER NICOLSON, Esq., Advocate.

16. LETTER from the Rev. DONALD MURRAY, Minister of the Free Church, Knock, Lewis (formerly Inspector of Gaelic Schools), with Statistics of Adult Education.

FREE CHURCH MANSE, KNOCK,
26th October 1865.

MY DEAR SIR,— . . . . The statistics on the preceding pages are such that you may rely upon their accuracy, for I have been at a good deal of pains to secure that. With respect to the founding of schools and their progress in this island, with the exception of four parish schools, the first which were founded were other four schools, one in each of the four parishes into which the island was divided,—supported by the Society for Propagating Christian Knowledge. Although these were useful in the localities in which they were situated, yet they were too few for such an extensive island as Lewis.

After that came the Gaelic School Society into existence, and that Society sent a good number of their teachers to Lewis, which accounts for the great proportion of the inhabitants who can read Gaelic, compared with the number that can read English, and it is a well-known fact that these schools were the first means of giving a real stimulus to English education. When people in general throughout the whole island came to read Gaelic books, it created a real desire and thirst in the breasts of not a few to know the English language, so as to be enabled to read English. But then the people were poor and could not support English teachers, so that the progress of English education was rather slow. Again, the Disruption gave an impulse to the cause of education, for the Free Church established a number of schools throughout the island, I think eight schools in all. The late proprietor and his lady, Mrs. Stewart M'Kenzie, established a few schools in the island about forty years ago, and the present proprietor, Sir James Matheson, is giving a good deal of aid to forward the cause of education in the island. I understand he is giving £80 annually to the Edinburgh Ladies' Association in aid of the schools they are supporting in the Lewis. I I think that Association has fifteen schools in this island, and these schools are doing much good. But all that the Free Church, the Ladies' Association, and the proprietor are doing for education, is but of recent origin, and could not as yet effect a very great change on a population amounting to upwards of 20,000, though it is beginning to tell on the rising generation. But the island is so extensive, and the population so large, that, notwithstanding all that is done, or can be done by all parties, Free and Established Churches, I actually despair of seeing the people educated as they would require, without a national system of education,—a system that will reach the lowest and the poorest of the community. For instance, in this same parish, which I believe is a little better supplied with schools than most of the other parishes, we would require two other permanent schools along with what we have, ere the whole population would be properly supplied with schools, that is, one at Garrabost and another for Melbost and Branahine.

My opinion is that it is possible to get the children to attend better without compulsion; for instance, if we had some little fund to enable us to give little prizes to those attending school regularly, that would have a great effect upon the children to stimulate them to attend better, and it would strengthen the hands of the minister and his office-bearers, in bringing their influence to bear both on parents and children to attend. I have some little experience in this, and I find that it has a good effect. But

owing to the poverty of the people we cannot have such a fund unless we receive it from some other friends. With respect to fees being charged, I fear that could not be got from many of them, owing to their poverty, though some of them could and would pay some small fees. Indeed, many of them would require aid for getting books for their children ere they could make any progress in their education. I think it very proper to make all the parents who can pay some small fees for their children, and in this parish the generality of the parents are doing so. We are sending a few pounds sterling annually to the Ladies' Association,—from £4 to £6 from each district in which they have a school, and the way we do is this: we get each family to pay yearly from 1s. 6d. to 4s., and then they may send as many as they like, or all their children to school; of course we pass over the families that are poor and cannot pay.

My opinion is, that Gaelic as well as English should be taught in all the schools where the former is the language of the district.

I think that any child of fair intelligence should, in five or six years, acquire a useful proficiency in reading, writing, and arithmetic.

The proper season in the Hebrides for school vacation is from the middle of April till near the end of May, say five weeks, that being the season the parents are busy at their tillage.

The generality of the people of this island depend very much on the fishing trade, some on their crofts, which are not very large. The number of families in black houses that receive a newspaper regularly is very small, though many of them get one accidentally. A good many in this parish have a few English books, besides the Bible and a translation of other religious books, and I have lately, through the kindness of an Aberdeen gentleman, established a small library for the benefit of all in the parish who can read English, which I hope will be the means of giving a stimulus to English reading, and to education generally. If I could get some other friend to help me in getting that small library augmented it would prove a great benefit to the rising generation, and to generations yet unborn, for it is laying a foundation for a thing that was unknown here, and I hope, by and by, that I will get some of the young men to give more or less of their earnings to enlarge the library. But I am digressing from the subject.

One thing is certain, that unless special provision is made for the Highlands and Islands, to meet their peculiar circumstances, they can never reap any benefit from a national system of education. . . . .—I am, my dear Sir, yours sincerely,

DONALD MURRAY.

ALEXR. NICOLSON, Esq.

17. LETTER to the Right Hon. the LORD ADVOCATE OF SCOTLAND on the State of Education in the Outer Hebrides in 1862, by JOHN RAMSAY, Esq., Islay.

ARDIMERSAY COTTAGE,
By PORT-ELLEN, 14*th October* 1862.

MY LORD,—When I had the honour of waiting upon your Lordship in London, last July, I took leave to say that I would yet crave your attention to the state of education in the Highlands.

During the lengthened discussion which took place some months since, regarding the rules laid down by the Committee of Council for the regulation of their grants under the Revised Code, it occurred to me that the limited amount received from the Privy Council in aid of schools in the Western Islands, was in itself a proof of the desirableness of some change

in the mode of distributing the sum voted by Parliament for promoting the education of the people.

It may be difficult to establish any system applicable to the kingdom as a whole which would adequately provide for these islands, but there would be no difficulty in dealing with the islands alone, if they are regarded as a separate and exceptional case, and it is in the hope that the circumstances of the locality and its population are such as to warrant this being done, that I venture to trouble you with the following observations.

In doing this I am sensible of the difficulty and risk which may be incurred in departing from general rules in the administration of any public fund, but I would fain believe that a fair consideration of the circumstances of the island population may lead the friends of education who are interested in other districts of the country, to recognise the expediency and the justice of making some special provision for the education of the young in the more remote islands. It is possible other districts may be pointed out in which there is as much of poverty and destitution, there may be elsewhere greater ignorance, as there is undoubtedly more of vice and crime; but certainly in no other part of Great Britain can you find an equal number of people living in the same state, so cut off from the advantages of intercourse by the insular nature of their homes, and the exclusive use of the Gaelic language, so many holders of small patches of land, with no middle class living among them, no gradation between the small holder and the limited number of gentleman-farmers who hold, as tacksmen, the better farms.

The population of the Hebrides is nearly 100,000, or about one-thirtieth part of the population of Scotland, and as the sum voted to meet the education grants for this country is now above £90,000 per annum, if the Hebrides were to receive a share of this sum in proportion to their population, the amount would be about £3000, whereas the money actually received, I understand, is under £1000; and if it be the intention of the Legislature to provide aid for those who are least able to help themselves, and who therefore stand most in need, undoubtedly these islands ought to get more than their numerical proportion of any such fund. In all the islands north of Islay there are not twenty schools receiving any aid.

I have long taken an interest in the promotion of education in the Highlands, and I believe its general diffusion would not only benefit the people, but would solve many of the difficulties which attend the management of over-peopled Highland estates.

So far as my experience goes, the Highland proprietors are quite as much alive as others to the moral obligation which rests upon all to promote the welfare of their fellow-creatures, and, with few exceptions, they have shown themselves willing to give their countenance and aid in bringing education within the reach of the poor. My idea, however, is that in the districts now referred to, and apart altogether from this moral obligation, it is the interest of every proprietor to use his best efforts in order to insure that every young person growing up on his estate shall be taught to speak and read and write English with ease and accuracy. In saying this it is perhaps right that I should explain that I have no prejudice against the Gaelic language: it is an advantage to any one to be able to understand and speak Gaelic, and were I a Highlander I should probably do my best to maintain its use in all purity, but the most ardent lover of Gaelic cannot fail to admit that the possession of a knowledge of English is indispensable to any poor islander who wishes to learn a trade or to earn his bread beyond the limits of his native isle. I find from the unvarying testimony of all with whom I have conversed on the subject, that

the immediate effect of an efficient school in any locality is the migration to other places of all the educated young as they grow up. So well is this known that it is no uncommon thing for the more illiterate of the poor, when they are blamed for not enforcing the attendance of their children at school, to plead, as an excuse for their neglect, the risk they incur of their children leaving their home as soon as they are educated.

It is, therefore, from my love of the Highlanders, and not from dislike of their language, that I urge upon all the necessity that exists for teaching them English, and so placing it in their power more easily to improve their circumstances either on their native soil or in other lands. It is true, the complaint may be made, that their improvement thus brings about their removal from the homes of their youth to which they are so fondly attached, and that as they are at present contented with their lot, and have in full measure the joys, sorrows, and sympathies of our nature in their domestic circles, while they are quiet and inoffensive, we should do nothing that would bring about their removal, but leave them as they are to cling like limpets to their native rocks. I am fully sensible of many excellent qualities in the character of the poor islanders, but I trust there are few reflecting persons among those who wish to befriend them, who, on such grounds as I have indicated, would decline to promote measures for their improvement. I am no advocate for the enforced removal of the population from any spot, however over-peopled it may appear to be. It is sufficient to say that the emigration which is brought about by the awakened intelligence which results from the diffusion of good education is not compulsory, but takes place solely from the natural and laudable desire of the individuals to improve their condition; and it says little in favour of the supposed advantages of their present state, that as soon as they by this means acquire the power, they so certainly use it to sever the ties which bind them to their homes. But even assuming that the population of these islands should remain as great as it is, and continue to exist in their present condition, it is obvious that the continued subdivision of the produce of their holdings to supply the annual increase of their numbers, must, ere long, render their existence precarious, and emigration a necessity. Were this point reached (and in the estimation of many it has already arrived), it would surely be a cruel kindness to leave them as they are, that they may then be forced away, speaking only a language strange to those on whom they must depend for employment to enable them to earn their bread.

By the kindness of Mr. Munro, who acts as chamberlain for the proprietor, I was favoured, when in Lewis lately, with some statistical details regarding that estate, which I think tend to prove the accuracy of the opinions I have expressed.

The population of Lewis in 1851 was 19,694, and in 1851, 1852, and 1855, 1772 were sent to Canada, at Sir James Matheson's expense; but so far was this from arresting the increase, that the number, as ascertained by the census in 1861, was 21,059, so that, including emigration, the increase during the ten years was 3137, or about 16 per cent. When in Barra, I received similar information regarding that island. The population of the parish in 1851 was 1870; the proprietor, at his own expense, sent away in 1852 upwards of 400 emigrants, but the population in 1861 had again increased, and at the period of the census, was 1859.

In both these cases a considerable outlay was incurred for the purpose of removing what was deemed a superabundant population, but the foregoing details prove that the expenditure has not yielded any return, nor

should it be forgotten that these removals are too frequently carried out amidst the opposition of the people, causing the infliction of much sorrow and suffering upon the poor reluctant emigrants themselves, while the process is one necessarily involving much labour and painful effort on the part of those engaged in carrying it out. My conviction is, that if the same amount of money and the same effort had been expended in wisely encouraging, or in case of need, enforcing the education of the young, the work would have been pleasant and the result satisfactory.

In Lewis, indeed, the proprietor for some years past has endeavoured to promote the education of the people, but either from the shortness of the time, or from the absence of cordial co-operation on the part of those who are resident, and locally interested in their welfare, or other causes, the work does not appear to have been carried out yet with sufficient persistence and energy, to insure any adequate measure of success. In Barra, I could not ascertain that the proprietor has ever done anything in the way of encouraging education, and in both cases the schools have as yet done so little, that the Gaelic language alone is understood by the great majority. The island of Islay, I am informed, was in a similar condition not long ago. One of the small tenants, or a working man, who could then speak English, was pointed out to the stranger as an example of progress in his class. The late Mr. Campbell of Islay and his uncle, the late Captain Walter Campbell of Sunderland, possibly without foreseeing all the results, but from their well-known benevolent desire to promote the welfare of every individual on their estates, took an active interest nearly forty years since in establishing efficient schools throughout the island, and in encouraging the regular attendance of the young. This has been acted on and encouraged by those who have succeeded them, as well as by clergymen and other residents who have taken an interest in the subject. And the result has been, that although there have been few enforced removals during that period, and no outlay has ever been incurred by the proprietors to promote emigration, the diffusion of education has not only arrested the increase of population, but has so promoted voluntary removals, as to bring about a great diminution of their number.

The population of Islay, which in 1841, in round numbers, was 14,000, decreased to 12,000 in 1851, and according to the last census was only 10,000 in 1861, while there has been a corresponding decrease in the number of the very small holdings of land.

In thus adducing experience in Islay as an example of the benefits likely to result from the education of the people, it must not be supposed that I regard the population here as being already well educated. I regret to say that this is still very far from being the case. English, indeed, is now commonly understood, but in February 1860, I got an account taken of each family living in the parish in which I reside, and in a population of 2393, I found 454 individuals above fifteen years of age who could not read the Bible either in Gaelic or English. I could not previously have believed this, and might have continued to doubt, had it not been ascertained by a person going from house to house and seeing each individual; and this knowledge has impressed me with the conviction that a similar inquiry in other Highland parishes might possibly bring out less favourable results. It is true the majority of those who could not read were aged persons, and the proportional number appears greater, because the educated have left; but even taking these points into consideration, your Lordship will readily understand, that with such a state of matters at my own door, in a parish in which I have lived the greater

part of my life, I have no desire to attach blame unduly to others for similar shortcomings, nor in pointing out defects have I any other object than the hope of some remedy being devised. I am aware also that the recognised extent of pauperism is now much greater than it was twenty years ago, and I understand that the poor-rate is as high or higher in Islay than it is in the other islands I have mentioned; but it is surely evident that the rates could not possibly be permanently lessened by an increase in the number of the poor, and an examination of the roll of paupers receiving relief in Islay will show that the rate is now so high in consequence of its being necessary to provide for the indigence, in old age, of those who were in their prime when the population of the island was at its maximum. The young, when they leave their homes to earn their bread in the more advanced districts, often overlook the natural claims of their parents, and allow them to become chargeable as paupers, when they ought to be their sole support. This has, I believe, occurred to a greater extent than one would wish; but it is not certain, even if they had remained, that either the pauperism or the rates would have been much less than they are, and it may reasonably be expected that the number of paupers will decrease in at least the same proportion as the aggregate population.

I refer, however, to the subject of pauperism, not for the purpose of enumerating the evils which the operation of the poor law has inflicted on the poor, but only to show how little its increase is connected with the spread of education. It may perhaps appear that in all this I assume that the increase of the population is in itself an evil. I disclaim any such assumption; but the statement of my views on this subject would involve a digression with which I cannot presume to trouble your Lordship.

It was at one time my intention to have laid before you some details regarding the state of education in all the islands north of Islay. On reflection, however, I resolved to confine myself to the more isolated portion, in which the population have enjoyed less facility for intercourse, and have been under other disadvantages which give them a peculiar claim to have their case separately and favourably considered.

I refer to the Long Island, so called, extending from Barra Head on the south to the Butt of Lewis on the north, a distance of not less than 110 miles, and containing in all an area of about 650,000 acres. This district is divided into eight parishes, of which the estate of Lewis comprehends four. Harris, North Uist, South Uist, and Barra are the other four.

The population in Lewis, Harris, and North Uist are, with few exceptions, Protestants; while in South Uist and Barra about three-fourths are Catholics and one-fourth Protestants. The total number is about 37,000 souls. I do not know how many persons there are in the district in possession of land, and paying rent for the same direct to the proprietor, but the number must be great, as the holdings are usually very small, the rents varying from £1 to £10, but a great majority being under £5. The gross annual rental of the whole extent does not much, if at all, exceed £28,000, or little more than 15s. for each head of the population. This fact is of itself sufficient to show, that if they were dependent on the land alone for their subsistence, their condition could not fail to be that of poverty. Fortunately, the adjacent sea in some parts affords good fishing, and the people in this way not only get an article of food, but in many cases are able to sell enough to pay their rents, and so retain possession of the much-coveted patches of land.

I mention these particulars because they will serve to explain the

actual state in which the people live better than any expression of the opinions which I formed during my hurried journey; for though I did visit their houses in different parts, and got the details of their every-day life, the investigation of these points formed no part of the object of my visit, and I think it needless to attempt to convey a correct idea of their habits and circumstances.

Having referred, however, to this subject, I may remark that the accounts sometimes given of the dwellings and social habits of these islanders may readily produce most erroneous impressions on the minds of those who have hitherto been strangers alike to their past history and present condition. Whether the description be strictly accurate or exaggerated, as it has sometimes been, those who have been accustomed to judge of these things only as they exist in the better parts of the country, and to regret how much is awanting even there, are apt, in making a comparison, to conclude that such a mode of life is itself sufficient evidence of social and moral degradation, and the people who are contented to live in such a state are hopelessly beyond the reach of improvement. No conclusion could be more erroneous; for though it may be fair enough to infer that the inhabitant of a mud-hovel in an ordinary village is degraded as compared with his tidier, better-lodged neighbours, it ought ever to be borne in mind that the islanders are cut off from the influence of example, and that one of the greatest obstacles to their improvement is the tenacity with which they adhere to the habits of their forefathers, and the deference with which they regard the opinions and practice of those of their own class around them, so that it is no uncommon thing, when one is asked to adopt any improvement either in his dwelling or mode of cultivation, to be told in reply—'Why should I be different from, or better than my neighbours?' or, 'Why should I live otherwise than my fathers before me?' Nor should it be forgotten, that there seems reason to believe that a gradual, though slow, improvement has gone on for the past fifty years, and that in many respects matters are now in a better state than they were at no very distant period. One may justly regret that a people, distinguished by their inoffensive lives and good morals, should be in such a condition, and that industry, cleanliness, and order do not, as Christian graces, form more prominent features in the character of a race who are so strict in their attention to religious observances. But as none of these deficiencies can, in their case, be taken as evidence of either physical or moral deterioration, their existence should serve only to stimulate those who have power and opportunity to greater efforts for their more rapid advancement.

In estimating what is needed to supply fully the educational wants of such a district, it is necessary always to bear in mind that, throughout the whole extent of these islands, it is rare to meet with a dwelling at a mile distant from the sea: the only inhabited part is a narrow strip along the shore, the rest of the surface being entirely desolate, and it is therefore needful to provide schools in greater numbers than would be required for the same population in a fertile and more densely peopled country.

I am aware that some of those who have taken a part in the public discussion of the Education question, in their endeavour to prove the complete efficiency of the Scottish parochial school system, have denied that there is any deficiency in the provision made for education, and contend that the ignorance of the rising generation is caused by the neglect or indifference of parents rather than by any want of efficient schools. I wish such persons would visit these islands. It appears to me that the neglect and indifference complained of are the clearest possible evidence that there has been a lack of good education, and the perception of these faults im-

poses an obligation to use means whereby to secure the better instruction of the young of the present day. I have no wish to say one word against our parish schools, but I think the present condition of the Long Island, and the fact that although English has been taught in these schools, there are still only a very limited number who can speak, or read, or write it, shows too clearly that the system has done comparatively little to meet the wants of this part of the country. How, indeed, is it possible that any one school, or any number of schools, which could be paid for with the maximum allowed by law, could provide for the education of the young, in a parish such as South Uist, with a population of 6000 souls, scattered over its whole length of thirty miles. In this case, indeed, it seems to have been felt that it was hopeless to expect to do much by means of the parish school, as it has hitherto been kept in a thatched hovel about fourteen feet square, with a single form around the unplastered walls, but without writing-desks or any other apparatus suitable for a schoolroom. A new and commodious building is now being erected, which it is to be hoped may be found useful to the people within its reach.

The parish school in the island of Barra is another example of the same kind. The people live mostly near the road which has been formed around the island, a distance of fifteen miles, so that some of the children would require to walk seven miles to reach it. But it would be quite useless for them to go there, even if they were able, as the school is held in a small miserable hovel, one end of which is used as the teacher's dwelling. But even if the larger islands were provided for, the parochial system has made no provision for the other inhabited islands, some of which contain a population of from 250 to 300. The deficiencies throughout the whole district have, to some extent, been supplied by the aid of various benevolent societies and individuals.

For the purpose of seeing the state of the schools in the Long Island, I went there this summer, and passed some weeks in travelling from place to place, examining on my way, without distinction, every school I could hear of, and I am gratified to be able to say that my visit appeared, in all cases, acceptable to the teachers and to the children. My inquiries for any information which it was in their power to give, were cheerfully responded to, and the teachers in several instances expressed their gratification for the visit of a stranger, and their thanks for the interest taken in their labours.

At the date of my visit I found many of the schools shut. In some cases it was the time of the annual vacation; some were not open on Saturday; in others the celebration of the communion in the parish; and in a few the absence, or illness, or death of the teachers were the causes. I took a note, however, of all the schools, whether I saw them in operation or not, and I find that the total number is as follows:—

			Lewis.	Harris.	North Uist.	South Uist.	Barra.
8	Parish schools,		4	1	1	1	1
2	Parliamentary schools,		1	0	1	0	0
5	Supported by Society for Propagating Christian Knowledge,		0	2	1	2	0
21	,, ,,	Gaelic School Society,	14	3	2	2	0
9	,, ,,	General Assembly's Education Committee,	1	3	3	2	0
10	,, ,,	Free Church Education Committee,	9	1	0	0	0
27	,, ,,	Free Church Ladies' Society,	11	3	3	6	4
2	,, ,,	Ladies' Society,	0	1	0	0	1
7	,, ,,	Proprietors or private persons,	5	2	0	0	0
1	,, ,,	People of the district,	1	0	0	0	0
92			46	16	11	13	6

There thus appears to be the large number of ninety-two schools usually open for the purposes of instruction, and, excepting some of the smaller islands, for which no schools have been provided, I believe that if this number were really efficiently conducted, they are generally so well placed that the means of education might be said to be within the reach of all. I regret, however, that I feel compelled to state that the impression produced on my mind, by my recent visit, is that a majority of these schools are not efficient. Without here attempting to give minute particulars, we have, in the first place, so far as instruction in English is concerned, to deduct all the schools of the Gaelic School Society. The object of this Society is to teach the scholars to read the Gaelic Scriptures. In this work it has been the means of doing much good in the Highlands during the past fifty years, and no doubt may to some extent have stimulated the love of learning, but although the teachers in many cases, from a desire to benefit the children committed to their care, give lessons in English reading, properly they must still be regarded only as Gaelic teachers.

We would require also to deduct the number of cases in which the teacher, either from old age, or inefficiency, has become the recipient of a certain salary, in the occupation of the school premises, but has few or no scholars. There are at least ten or twelve cases of this description, the moral character of the individuals, in other respects, being free from reproach.

Some of the best schools I saw having been those of the Free Church Ladies' Society, it is not without reluctance that I add that, in my opinion, the objects of that Society are such as to render a large deduction necessary, in estimating the value of their schools as efficient instruments for the instruction of youth. As regards education, the objects of the association are twofold—1*st*, An increase of aid schools in Highland districts; 2*d*, To give assistance to young men in prosecuting their studies for the ministry. These two objects are combined by the employment of the students in teaching in the Highlands during the summer months, while substitutes (generally of inferior qualifications) keep the schools open in the winter when the students are in attendance at the College prosecuting their studies for the Church. There is thus a change of teacher every six months in each of the schools conducted in this fashion, and every one acquainted with the management of a school will at once perceive that this arrangement is not one which would be adopted, were the education of the children in the schools the only aim. If we then assume that at least the number of schools at present in operation are required, and that I am justified in making the deductions for inefficiency which I have specified, a large blank will remain to be filled up. I am aware there are cases in which two schools have been placed so close together that, were the efficiency of both secured, one might be dispensed with; but there are other places in which there are none, so that I apprehend the aggregate number could not well be diminished, until there is a decrease in the population.

An energetic, efficient teacher in any district, however poor or ignorant the people may be, will undoubtedly have his merit so far recognised, that he will secure the attendance of a greater number of scholars, and with greater regularity, than one less qualified; but I found with regret, that even in the best conducted schools the attendance was irregular, and the number much more limited than it ought to have been. It is not usual in any part of the Long Island to employ children under fifteen years of age at stated labour. There is no manufacture to tempt the parents to send the young at too early an age to earn wages; the boys may be em-

ployed in herding, or the girls in household work; but were old and young impressed with a just sense of the value of education, I believe that, under practicable arrangements, one-fifth of the whole population might, without sacrifice or inconvenience, be in attendance at school; whereas the average, according to the proportion present in the schools which were open when I visited them, was only equal to one-eighteenth; and after making full allowance for the season of the year, and for any faults that could be found with the teachers, this state of matters is by no means creditable to the people, and cannot be satisfactory to those who wish to promote their welfare.

It is needless to say upon whom specially the blame of this neglect should rest. Undoubtedly, in the first place, the parents are responsible, but when it is certain that a large proportion of them are so illiterate that they can form no idea of the use or value of education, it is evident that a grave responsibility rests, not only upon those intrusted with the management of these estates, but upon the clergy of all denominations, and also upon all the better class who are resident or locally interested in the district; and from this they can be relieved, not by evidence, however plausible, showing that others are to blame, but only by each in their own sphere, using all their local personal influence and efforts to bring about a better state of matters; and I might perhaps venture without offence to say that these efforts would require to be greater and better persevered in than they have hitherto been.

One thing which renders it more necessary to secure this local influence in support of the schools, and which may make it of more avail in this than in most other districts, is that it is not customary for the pupils to pay fees; and the teacher, in consequence, after being once placed in a school from which he cannot be removed, has no inducement to take any special interest either in the attendance or attainments of his scholars, nor is he likely to do so, unless he is a man actuated by professional zeal and a desire to do good.

There may be difficulties in the way of bringing about a change in this respect, but it would be well if those locally interested would devise some satisfactory means of effecting it. Experience has proved that the receipt of a moderate fee is not only an advantage and a stimulus to the teacher, but that the payment operates beneficially, in inducing the parents to send their children with greater regularity. At present, in sending their children to any particular school, I fear they too frequently feel that they confer rather than receive a favour. The sooner this wrong state of feeling is brought to an end the better, and, as one of the best lessons they can learn is, that the elevation and improvement of any individual, whether in his worldly circumstances or mental powers, must depend mainly upon his own efforts, it may largely benefit the poor of the Long Island to be so far stimulated to and taught self-reliance as to be made to pay some fee, however small, for the education of their children. Nothing tends more surely to degrade a people, and to lessen their proper self-respect, than to allow them continuously to depend on the bounty of others for necessaries which it is in their own power to provide.

I cannot conclude without adverting to one painful feature which deserves and urgently requires immediate earnest attention. I refer to the very small number of girls in attendance at the schools in the Long Island. Striking out Lady Matheson's admirable female seminary, and other schools in Stornoway, it will be seen from my list that I found 594 boys and only 377 girls under tuition at the date of my visit, and, as the total number of females considerably exceeds that of the males, I fear this disparity can only be accounted for by the inadequate sense which the

parents entertain of the necessity or value of the education of their daughters. It will be seen that sewing-classes have been attached to several of the schools, and my wife, who accompanied me on my journey, found that in most of them plain needlework was well taught; but it was sad to find, even in populous districts, that the number of girls who were taking advantage of them was very small indeed. No thorough beneficial change in the habits of the population can ever be effected until the intelligence and sympathy of the female mind is engaged in its behalf, and, if anything of a public nature can be done for extending and improving education in these islands, the necessity for this should be fully kept in view.

Should the observations I have now made meet your Lordship's favourable consideration, I trust that the facts stated are such as may induce you either to bring the subject under the notice of the Committee of Council, that a special grant may be got for these islands, or to take such steps otherwise as you may deem most likely to secure the end in view. Supposing the amount obtained to be only in proportion to the number of the population, it might be the means of doing much good. It occurs to me that in any case it would be necessary to dispense entirely with the existing regulations regarding the nature and extent of school and dwelling-house accommodation. Of ninety-two houses upon my list, not more than twelve or thirteen are so finished that a teacher could receive the benefit of a certificate. The great majority are low thatched buildings with earthen floors, of the same sort as are the dwellings of the crofters themselves, though, generally speaking, they are better finished. The expense of so large a number of new houses would prevent their erection for a long time, and the nature of the habitations in which the children live, as compared with most other places, is such as appears to justify deviation from ordinary rules. Means should be provided for the speedy removal of inefficient teachers, and, instead of making the payment to a teacher dependent on his acquirements or certificate, it should be made to depend on the numbers and progress of the pupils, as ascertained by the periodical examination of a qualified inspector, while influence and aid in further support of the schools might possibly be secured by making the inspection and payment contingent upon the attendance at school of a definite proportion, say one-eighth, of the population in each parish.

I need not, however, suggest further details, as I doubt not the whole might be satisfactorily adjusted were the principle of such an arrangement once agreed to by the Committee of Council, or the means provided for carrying it out in any other way.

The adoption of such a system would not supersede the benevolent societies at present at work within the district; all the aid they can give would still be required. It would render it practicable, as I think it would be expedient, to appoint teachers who, as such, would continue at their work; but, so far from regretting this partial change of their plan, I feel assured that those who have hitherto taken the greatest share of the labour, would hail with pleasure any change which might enable them more effectually to promote education in these islands.

I have only now to apologize for encroaching at such length on your Lordship's time and attention. Your well-known zeal and labours in the cause of education are my best and only excuse for bringing under your notice the condition of a part of our country so little known.—I have the honour to be, my Lord, your most obedient servant,

JOHN RAMSAY.

To the Right Honourable
THE LORD ADVOCATE OF SCOTLAND.

ABSTRACT.

THE schools visited during school hours, in which the teachers were found in attendance, were:—

			Present. Boys.	Present. Girls.	Total.	Average Attendance.
In LEWIS,	29 Schools,	...	454	312	766	... $26\frac{13}{29}$
„ HARRIS,	11 „	...	104	95	199	... $18\frac{1}{11}$
„ NORTH UIST,	4 „	...	40	22	62	... $15\frac{1}{2}$
„ SOUTH UIST,	6 „	...	62	28	90	... 15
„ BARRA,	3 „	...	27	37	64	... $21\frac{1}{3}$
			687	494	1181	

Assuming that the schools which were not seen have, when open, the same number of scholars as the average given above, the number of young persons receiving instruction throughout the Long Island, *if* all the schools were at work, would be:—

	Schools.	Average Attendance.	Total.
In LEWIS, ...	46	× $26\frac{13}{29}$ =	1215
„ HARRIS, ...	16	× $18\frac{1}{11}$ =	289
„ NORTH UIST, ...	11	× $15\frac{1}{2}$ =	170
„ SOUTH UIST, ...	13	× 15 =	195
„ BARRA, ...	6	× $21\frac{1}{3}$ =	128
	92		1997

Or rather less than one eighteenth of the whole population.

18.—ACTS RELATING TO EDUCATION IN THE HIGHLANDS, referred to in Note to p. 124 of Report.[1]

ACT OF PRIVY COUNCIL anent EDUCATION of the CHILDREN of the CHIEFS in the ISLES, dated 26th July 1616.

(*Registrum Secreti Concilii: Acta penes Marchiarum et Insularum ordinem*, 1608-1623, pp. 222-223.

'Act anent the vpbringing of the bairns of the Chiftanes in the Ilis.'

'Forsamekle as the Lordis of Secrete Counsall vndirstanding that 'the cheif and principall causs quhilk hes procuirit and procuiris the con- 'tinewance of barbaritie impietie and inciuilitie within the Yllis of this 'Kingdome, hes proceidit from the small cair that the chiftanes and princi- 'pall clannit [men] of the Yllis hes haid of the educatioun and vpbringing 'of thair childrene in vertew and learning: who being cairles of thair 'dewteis in that point and keeping thair childrene still at home with 'thame whair thay sie nothing in thair tender yeiris bot the barbarous 'and inciuile formes of the countrie, thay are thairby maid to appre- 'hend that thair is no vther formes and dewteis of ciuilitie keept in ony 'vther pairt of the countrie, sua that quhen thay come to the yeiris of 'maturitie hardlie can thay be reclamed frome these barbarous rud and 'inciuile formes quhilkis for laik of instructioun war bred and satled in 'thame in thair youth; whairas yf thay had bene sent to the inland in

[1] For the correct text of these two Acts I am indebted to Dr. Joseph Robertson of H.M. Register House.

'thair youthe and traynit vp in vertew learnyng and the Inglis tunge, 'thay wald haif bene the bettir preparit to reforme thair countreis 'and to reduce the same to godlines obedience and ciuilite: Thairfoir 'the saidis Lordis hes ordanit and commandit and be vertew of this 'present act ordanes and commandis the haill chiftanes and principall 'clanit men of the Yllis that thay and euery ane of thame send thair 'bairnis being past nyne yeiris of age to the scoollis in the inland to be 'trayned vp in vertew learning and the Inglish tunge; and ordanes that 'no personis quhatsomevir in the Yllis salbe seruit air to thair father or 'vtheris predicessouris not ressauit nor acknawlegeit as tennentis to his 'Maiestie vnles they can write reid and speake Inglische: And ordanes 'lettres of publicacioun to be direct heirvpoun quhairthrow nane pretend 'ignorance of the same.'

Act of Privy Council for the foundation of Parish Schools in Scotland, 10th December 1616.

(*Reg. Sec. Con. Acta*, 1615–17, p. 68.)

'Forsamekle as the Kingis Maiestie haueing a speciall care and regaird 'that the trew religioun be advanceit and establischeit in all the pairtis of 'this kingdome and that all his Maiesteis subiectis especiallie the youth be 'exercised and trayned up in civilitie godlines knawledge and leirning 'That the vulgar Inglish toung be vniversallie plantit and the Irishe 'language which is one of the cheif and principall causis of the continew-'ance of barbaritie and incivilitie amongis the inhabitantis of the Ilis and 'Heylandis may be abolisheit and removeit And quhairas thair is no 'meane more powerfull to further this his Maiesteis princelie regaird and 'purpois than the establisheing of scooles in the particular parocheis of this 'kingdome whair the youth may be taught at least to wreit and reid and 'be catechised and instructed in the groundis of religioun Thairfore the 'Kingis Maiestie with aduise of the Lordis of his Secreit Counsall hes 'thocht it necessar and expedient that in euerie parroche of this kingdome 'whair convenient meanes may be had for interteyning a scoole That a 'scoole salbe estableishit and a fitt personne appointit to teach the same 'upoun the expensis of the parrochinaris according to the quantitie and 'qualitie of the parroche at the sight and be the aduise of the Bishop of 'the diocie in his visitatioun Commanding heirby all the Bishoppis 'within this kingdome That they and euerie ane of thame within thair 'severall dioceis deale and travell with the parrochinaris of the particular 'parrocheis within thair saidis dioceis to condescend and aggree upone 'some certane solide and sure course how and by quhat meanes the said 'scoole may be enterteyned. And gif ony difficulteis arryse amongis 'thame concerning this mater That the said Bishop reporte the same to 'the saidis Lordis to the effect that they may take suche ordour heiranent 'as they sall think expedient And that letteris be direct to mak publica-'tioun heirof quhairthrow nane pretend ignorance of the same.'

Sixth of the Statutes of Icolmkill, dated 23d August 1609.

(*Collectanea de Rebus Albanicis*, edited by the Iona Club, pp. 119, 120.)

'The quhilk day it being understand that the ignorance and incivilitie 'of the saidis Ilis hes daylie incressit be the negligence of said educa-'tioun and instructioun of the youth in the knowledge of God and good 'lettres: For remeid quhairof it is enactit that every gentilman or yea-'man within the saidis Ilandis or ony of thame having children maill or

'famell and being in goodis worth thriescoir ky, sall putt at the leist 'thair eldest sone or having no childrene maill thair eldest dochtir to 'the scuillis in the lawland and interteny and bring thame up thair 'quhill thay may be found sufficientlie to speik reid and write Inglische.'

NOTE.—The 'Statutes of Icolmkill' were passed in an Assembly of Hebridean notables, not very willingly brought together, and presided over by Andrew Knox, Bishop of the Isles, who was charged with special commission from his Majesty for the purpose, backed by sufficient naval and military force. The statutes bear to have been passed in 'the Court 'of the South and North Ilis of Scotland haldin at Icolmekill be ane 'Reverend fader in God, Andro Bischop of the Isles haveand speciall 'pouer and commissioun to that effect of his Majestie and Counsell, the 'tuentie-third day of August, the yeir of God 1609 yeiris.' The persons present were the President, the Bishop of the Isles; Angus Macdonald of Dunyvaig, Islay; Maclean of Dowart; Macdonald of Sleat; Macleod of Harris; Macdonald of Clanranald; Maclean of Coll; Mackinnon of that Ilk; Maclaine of Lochbuy; Lauchlan and Allan, brothers-german to Dowart; Macquarrie of Ulva; Macfie of Colonsay; 'togidder with the 'maist part of thair haill special freindis, dependaris and tennentis 'compeirand judiciallie.'

TABLES.

I.—POPULATION, SCHOOLS, SCHOLARS, ETC., of the

NAME OF ISLAND.	Census 1861.				From Registrar's			
	Population.	Children at School Age (3 to 15 years).	Children from 5 to 15 years.	Number of Scholars (all ages).	Number of Scholars on Roll.	Number of Scholars in Actual Attendance.	Proportion of Scholars on Roll to Population.	
							p. cent.	Ratio.
Lewis, ... Ross, ...	21,056	5,967	4,865	2,720	3,332	2,647	15·8	6·3
Harris, Berneray, ...	4,105	1,172	945	549	585	312	14·2	7·0
North Uist, ...	3,959	1,042	856	509	703	514	17·7	5·6
Benbecula, ...	1,544	448	371	206	224	148	14·5	6·9
South Uist, ...	3,814	1,008	813	327	453	290	11·9	8·4
Barray, ...	1,853	546	451	235	289	190	15·6	6·4
Skye, Raasay, Ronay, ...	19,748	5,258	4,311	2,348	2,815	1,993	14·3	7·0
Small isles (Eigg, etc.),	567	137	113	55	38	38	6·7	14·9
Inverness, ... *	35,590	9,611	7,860	4,229	5,107	3,485	14·3	7·0
Coll, ...	781	153	125	64	61	52	7·8	12·8
Tiree, ...	3,217	955	792	498	416	299	12·9	7·7
Mull, Iona, ...	7,331	2,031	1,686	1,232	1,258	910	17·1	5·8
Jura, ...	858	234	197	222	148	124	17·3	5·8
Colonsay, ...	598	183	151	77	81	68	13·5	7·4
Gigha, ...	467	136	114	87	70	39	15·0	6·7
Islay, ...	10,361	3,191	2,609	1,838	1,597	1,300	15·4	6·5
Argyll, ...	23,613	6,883	5,674	4,018	3,631	2,792	15·4	6·5
Total, ...	80,259	22,461	18,399	10,967	12,070	8,924	15·0	6·6

* Excluding population of St. Kilda.

Twenty-seven Insular Parishes of the Hebrides.

Returns, December 1864.						From Schoolmasters' Schedules 1865.			Number of Schools.	
Proportion of Actual Attenders to Population.		Proportion of Scholars on Roll to Children at School Age.		Proportion of Actual Attenders to Children at School Age.		Number of Scholars on Roll.	Number of Scholars in Actual Attendance.	Number that can be accommodated at 8 square feet per Scholar.	Per Registrars.	Per Schedules.
p. cent.	Ratio.	p. cent.	Ratio.	p. cent.	Ratio.					
12·6	7·9	55·8	1·8	44·4	2·2	2,697	1,606	3,030	48	47
7·6	13·1	49·9	2·0	26·7	3·8	802	556	736	16	18
13·0	7·7	67·4	1·5	49·3	2·0	715	401	841	15	15
9·6	10·4	50·0	2·0	33·0	3·0	170	59	162	4	4
7·6	13·1	44·9	2·2	28·8	3·5	378	230	416	10	9
10·2	9·7	52·9	1·9	34·8	2·9	305	183	208	5	5
10·1	9·9	53·5	1·9	37·9	2·6	2,987	1,569	2,912	58	57
6·7	15·0	27·7	3·6	27·7	3·6	42	16	48	1	1
9·8	10·2	53·1	1·9	36·3	2·8	5,399	3,014	5,323	109	109
6·7	15·0	39·9	2·5	34·0	2·9	36	26	50	2	1
9·3	10·8	43·5	2·3	31·3	3·2	584	353	454	9	8
12·4	8·1	61·9	1·6	44·8	2·2	1,244	597	1,433	28	28
14·5	6·9	63·2	1·6	53·0	1·9	164	131	138	5	5
11·4	8·8	44·3	2·2	37·1	2·7	87	72	102	2	2
8·4	12·0	51·5	1·9	28·7	3·5	80	52	80	1	1
12·5	8·0	50·0	2·0	40·7	2·4	1,629	1,322	1,509	26	25
11·8	8·5	52·7	1·9	40·6	2·5	3,824	2,553	3,765	73	70
11·1	9·0	53·7	1·9	39·7	2·5	11,920	7,173	12,119	230	226

II.—CLASSIFICATION OF SCHOOLS AND SCHOLARS, according to Denomination.

N.B.—The first and second parts of this Table are not meant to correspond, the one including only 226 Schools, and the other 230. The Registrars' Returns were not taken as the basis of the first, from the difficulty of fixing accurately from them in certain cases the precise class to which the Schools belong.

DESCRIPTION OF SCHOOLS.	FROM SCHOOLMASTERS' SCHEDULES.				FROM REGISTRARS' RETURNS.				
	SCHOOLS.		SCHOLARS.		Religious Denominations of Scholars.				
	Number.	Percentage of Total.	Number (on Roll.)	Percentage of Total.	Established Church.	Free Church.	Roman Catholic Church.	Other Denominations, or not stated.	Total.
Parochial,	26	11·5	1,492	12·5	873	395	65	103	1,436
Side,	6	2·6	203	1·7	99	64	...	5	168
Parliamentary,	10	4·4	517	4·4	272	163	4	23	462
Church of Scotland,	56	24·8	3,096	26·0	1,570	957	166	249	2,942
Free Church,	111	49·1	5,814	48·8	714	4,756	446	314	6,230
Subscription and others,	17	7·1	798	6·4	201	565	43	23	832
Total,	226	...	11,920	...	3,729	6,900	724	717	12,070

III.—TABLE showing the Total Income and Average cost per Scholar in Attendance at date of Returns in Report, in 226 Schools in Hebrides, classified as Inspected and Uninspected.

SCHOOLS.	Number.	Scholars in Attendance.	Average per School.	Total Income under the respective Heads, (*a.*); Average per Scholar, (*b.*)														Total.			
				Heritors.				Privy-Council Grants.				Exchequer.				Fees.				Subscriptions, etc.							
				(*a.*)			(*b.*)			(*a.*)			(*b.*)			(*a.*)			(*b.*)			(*a.*)			(*b.*)			(*a.*)			(*b.*)		
				£	*s.*	*d.*	*s.*	*d.*	£	*s.*	*d.*	*s.*	*d.*	£	*s.*	*d.*	*s.*	*d.*	£	*s.*	*d.*	*s.*	*d.*	£	*s.*	*d.*	*s.*	*d.*	£	*s.*	*d.*	*s.*	*d.*
Inspected,	33	1,719	52	246	0	0	2	10½	747	19	6	8	8½	30	0	0	0	4½	283	3	10	3	3½	920	8	6	10	8½	2,227	11	10	25	11
Uninspected,	193	5,454	28	845	10	0	3	1½	.....			...		235	0	0	0	10½	374	7	1	1	4½	3,799	2	5	13	11	5,253	19	6	19	3
Total,	226	7,173	31	1,091	10	0	3	0½	747	19	6	2	1	265	0	0	0	9	657	10	11	1	10	4,719	10	11	13	1[illegible]	7,481	11	4	20	10½

IV.—CLASSIFICATION OF SCHOOLS, with Number of Scholars on Rolls and in Attendance, and Accommodat

ISLANDS.	Population, Census 1861.	NUMBER OF SCHOOLS.											NUMBER OF SCHOLARS						
							Connected with Religious Denominations						On the Rolls when Visited.			In Actual			
		Parochial.	Side.	Parliamentary.	Non-Parochial.	Total.	Church of Scotland.	Free Church of Scotland.	Undenominational and others.	Private Adventure Schools.	School Buildings erected since 1851.	School Buildings enlarged since 1851.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Scholars for whom accommodation is provided at one square feet of superficial area for each.
Lewis,	21,056	4	...	1	42	47*	1	35	9	2	10	4	1590	1107	2,697	922	684	1606	3,030
Harris and Berneray,	4,105	1	...	...	17	18	6	10	1	1	8	1	403	399	802	289	267	556	736
North Uist,	3,959	1	...	...	14	15	6	8	1	...	6	...	436	279	715	245	156	401	841
South Uist and Benbecula,	5,358	1	...	...	12	13	3	8	2	...	3	...	359	189	548	195	94	289	578
Barray,	1,853	1	...	...	4	5	1	3	1	...	3	...	178	127	305	105	78	183	208
Skye (including Raasay and Ronay),	19,748	7	1	1	48	57	16	31	9	1	21	5	1730	1257	2,987	899	670	1569	2,912
Small Isles (Eigg, &c.),	567	1	...	...	...	1	...	...	1	...	...	...	25	17	42	11	5	16	48
Tiree and Coll,	3,998	1	1	...	7	9	4	3	2	...	5	...	333	287	620	213	166	379	504
Mull and Iona,	7,331	3	4	5	16	28	11	5	12	...	8	...	648	596	1,244	339	258	597	1,433
Jura,	858	1	...	...	4	5	2	...	1	2	...	...	93	71	164	73	58	131	138
Colonsay,	598	1	...	...	1	2	1	...	1	...	2	...	46	41	87	38	34	72	102
Gigha,	467	1	...	...	...	1†	...	...	1	...	...	...	42	38	80	28	24	52	80
Islay,	10,361	3	...	3	19	25*	5	8	10	2	5	4	886	743	1,629	733	589	1322	1,509
Total,	80,259	26	6	10	184	226	56	111	51	8	71	14	6769	5151	11,920	4090	3083	7173	12,119

* Including one *Infant School.*

† There is also a Sewing School in Gigha, supported by the Christian Knowledge Society, with a salary of £3; but as there was no return got of the number of Scholars, it has not been included in these Tables.

V.—CLASSIFIED LIST OF TEACHERS, WITH AVERAGE INCOME.

ISLANDS.	Paid Masters.	Paid Assistant Masters.	Paid Mistresses.	Paid Assistant Mistresses.	Teachers trained in Normal Schools, holding Certificates, or having University Degrees.			Pupil Teachers paid by Government.	Monitors paid.	Total Teachers and Monitors.	Ratio Teachers to Scholars.		Average Income of each Teacher, excluding Pupil Teachers.	Retired Masters or Mistresses, and amount of Retiring Allowances.	
					N. S.	Cert.	U. D.				On Roll, 1 to	Attendance, 1 to		No.	Amount.
Lewis,	44	1	16	1	11	5	...	6	...	68	39·7	23·6	£23 18 4	1	£12 0 0
Harris and Berneray,	11	...	7	...	5	3	...	...	...	18	44·6	30·9	24 1 2	...	.....
North Uist,	14	...	1	...	7	1	...	...	...	15	47·7	26·7	27 12 9	2	15 0 0
South Uist and Benbecula,	11	...	4	...	4	...	...	...	...	15	36·5	19·3	24 9 1	1	12 0 0
Barray,	5	...	...	...	...	...	...	...	...	5	61·0	36·6	27 0 0	...	.....
Skye, Raasay, etc.,	55	...	21	...	27	11	1	1	...	77	38·8	20·4	23 15 10	4	16 0 0
Small Isles (Eigg, &c.),	1	...	1	...	...	...	1	...	...	2	21·0	8·0	22 11 6	...	.....
Tiree and Coll,	8	...	3	...	4	3	1	...	...	11	56·4	34·5	28 6 10	1	10 0 0
Mull and Iona,	23	...	5	...	14	7	...	...	...	28	44·4	21·3	29 14 6	5	33 0 0
Jura,	5	...	...	...	2	...	...	...	...	5	32·8	26·2	29 9 5	1	2 0 0
Colonsay,	2	...	1	...	2	...	...	...	...	3	29·0	24·0	25 3 4	1	.....
Gigha,	1	...	...	...	1	...	...	...	...	1	80·0	52·0	41 0 0	...	0 0
Islay,	20	1	13	...	14	15	...	3	1	38	43·0	34·8	38 6 4	...	0
Total,	200	2	72	1	91	45	3	10	1	286	41·7	25·1	£26 17 11	17	4 4 0 0

VI.—CLASSIFIED LIST OF SCHOOL FEES.

ISLANDS.	Weekly School Fees. Number of Scholars paying each Week—								Scholars on Roll.	Centesimal Proportions of Weekly School Fees. Scholars paying each Week—							
	Nothing.	One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence and less than Fivepence.	Fivepence and less than Sixpence.	Sixpence.	Above Sixpence.		Nothing.	One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence and less than Fivepence.	Fivepence and less than Sixpence.	Sixpence.	Above Sixpence.
Lewis,	2464	56	99	38	7	12	1	20	2,697	91·4	2·1	3·7	1·4	0·3	0·4	...	0·7
Harris and Berneray,	772	30	...	...	...	...	...	...	802	96·3	3·7	...	...	...	...	...	...
North Uist,	667	32	16	...	...	...	...	...	715	93·3	4·5	2·2	...	...	...	...	...
South Uist and Benbecula,	548	...	...	...	...	...	...	...	548	100·0	...	...	...	...	...	...	...
Barray,	305	...	...	...	...	...	...	...	305	100·0	...	...	...	...	...	...	...
Skye, Raasay, etc.,	2405	390	128	55	3	6	...	...	2,987	80·5	13·0	4·3	1·9	0·1	0·2	...	...
Small Isles (Eigg, etc.),	4	26	12	...	...	...	...	...	42	9·5	61·9	28·6	...	...	...	...	...
Tiree and Coll,	505	92	23	...	...	...	...	...	620	81·5	14·8	3·7	...	...	...	...	...
Mull and Iona,	731	281	174	45	10	3	...	..	1,244	58·8	22·6	14·0	3·6	0·8	0·2	...	...
Jura,	42	14	84	24	...	...	...	...	164	25·6	8·6	51·2	14·6	...	...	...	...
Colonsay,	8	...	66	12	1	...	...	...	87	9·2	...	75·9	13·8	1·1	...	...	...
Gigha,	...	30	30	20	...	...	...	...	80	...	37·5	37·5	25·0	...	...	...	...
Islay,	377	547	526	146	23	2	2	6	1629	23·1	33·6	32·3	9·0	1·4	0·1	0·1	0·4
Total,	8828	1498	1158	340	44	23	3	26	11,920	74·1	12·6	9·7	2·8	0·4	0·2	...	0·2

VII.—DETAILS OF INCOME OF SCHOOLS FOR THE YEAR 1865.

ISLANDS.	Salary paid by Heritors.	Endowments.	Parliamentary Grants (including Salaries of Parliamentary Schoolmasters.)	Grants from Trustees of any Bequest.	School Fees.	Voluntary Subscriptions and other Sources.	Total.
Lewis,	£140 0 0	.....	69 10 0	£10 0 0	£142 13 4	£1093 4 6	£1555 7 10
Harris and Berneray,	35 0 0	.....	25 0 0	.....	1 5 0	371 16 6	433 1 6
North Uist,	35 0 0	.....	.....	.....	8 12 6	370 19 5	414 11 11
South Uist and Benbecula,	50 0 0	.....	.....	.....	.....	316 16 6	366 16 6
Barray,	45 0 0	.....	.....	.....	.....	90 0 0	135 0 0
Skye, Raasay, etc.,	286 0 0	£64 0 0	197 4 6	20 0 0	119 8 6	1134 4 0	1820 17 0
Small Isles (Eigg, etc.),	40 0 0	.....	.....	.....	* 3 8 0	1 15 0	45 3 0
Tiree and Coll,	63 0 0	.....	33 15 0	.....	†24 0 3	191 0 0	311 15 3
Mull and Iona,	170 0 0	.....	166 0 0	.....	117 9 9	378 17 0	832 6 9
Jura,	*50 0 0	.....	.....	.....	20 7 1	77 0 0	147 7 1
Colonsay,	37 10 0	.....	.....	.....	18 0 0	20 0 0	75 10 0
Gigha,	35 0 0	.....	.....	2 0 0	4 0 0	.....	41 0 0
Islay,	105 0 0	.....	421 10 0	10 0 0	198 6 6	567 18 0	1302 14 6
Total,	£1091 10 0	£64 0 0	£1012 19 6	£42 0 0	£657 10 11	£4613 10 11	£7481 11 4

* Including a Side School, now given up; the present Parish School salary is £35.

VIII.—AGES OF SCHOLARS IN ACTUAL ATTENDANCE AT SCHOOLS.

ISLANDS.	SCHOOL AGE. Number of Boys and Girls respectively in each of the undermentioned Periods of Age in Actual Attendance at the Schools on the day of the Return.																									
	Under 3 years.		From 3 to 6 inclusive.		Above 6 and not more than 7.		Above 7 and not more than 8.		Above 8 and not more than 9.		Above 9 and not more than 10.		Above 10 and not more than 11.		Above 11 and not more than 12.		Above 12 and not more than 13.		Above 13 and not more than 14.		Above 14 and not more than 15.		Above 15 and not more than 16.		Above 16.	
	B.	G.	B.	G.	B.	G.	B.	G.		G.	B.	G.	B.	G.	B.	G.	B.	G.		G.	B.	G.	B.	G.	B.	G.
Lewis,	...	...	114	101	104	79	118	95	107	98	101	85	78	62	100	74	76	36	46	28	43	22	13	1	22	3
Harris and Berneray,	...	3	35	32	30	25	21	27	26	22	23	21	29	26	29	18	28	24	19	24	19	19	11	16	19	10
North Uist,	...	...	29	26	33	17	28	19	21	20	33	27	24	11	22	17	24	7	16	6	8	3	2	2	5	1
South Uist and Benbecula,	4	...	23	23	25	9	17	13	33	10	22	8	23	4	27	6	7	4	8	8	2	3	...	4	4	2
Barray,	2	1	8	14	17	9	9	11	17	13	14	9	11	6	7	5	2	1	10	7	3	2	2	...	3	...
Skye, Raasay, etc.,	1	...	87	101	113	70	112	89	105	81	110	84	96	59	80	51	71	53	51	33	35	21	22	10	16	18
Small Isles (Eigg, etc.),	...	...	...	...	...	...	1	...	5	...	2	...	3	3	...	...	...	2	...	...	...	...	...	...	...	...
Tiree and Coll,	...	...	38	23	21	14	28	23	25	27	28	25	27	14	16	15	9	11	7	7	4	4	7	3	3	...
Mull and Iona,	...	...	38	20	40	23	43	32	37	28	32	30	40	28	23	30	28	24	20	14	16	15	15	13	7	1
Jura,	...	...	2	6	9	7	10	6	6	4	11	9	11	7	4	2	3	2	7	6	4	4	3	4	3	1
Colonsay,	...	...	1	1	5	...	4	3	1	2	3	6	3	2	7	4	6	4	2	4	2	2	1	2	3	4
Gigha,	...	...	...	...	1	1	2	2	2	3	6	2	2	2	2	2	5	5	2	3	8	2	3	2	...	...
Islay,	...	...	74	67	72	63	71	54	75	79	64	65	77	59	71	56	80	52	60	34	36	40	29	13	24	7
TOTAL,	7	4	449	414	470	317	464	374	460	387	449	371	424	283	388	280	339	225	248	174	175	137	108	70	109	47
CENTESIMAL PROPORTIONS,	0·2	0·2	11·0	13·1	11·5	10·3	11·3	12·2	11·2	12·6	11·0	12·1	10·4	9·2	9·5	9·1	8·3	7·3	6·0	5·7	4·3	4·4	2·6	2·3	2·7	1·5

IX.—NUMBER OF SCHOLARS ON THE ROLLS LEARNING THE UNDERMENTIONED SUBJECTS.

ISLANDS.	Religious Instruction.	Reading.	Writing.	Arithmetic.	Needlework.	Other Industrial Work.	Geography.	English Grammar.	English History.	Latin.	Greek.	Modern Languages.	Mechanics.	Algebra.	Euclid.	Elements of Physical Science.	Music from Notes.	Drawing.
Lewis,	2121	2,281	1047	866	428	85	486	499	271	106	18	17	...	27	33	...	83	7
Harris and Berneray,	562	610	331	269	196	68	177	173	64	19	1	2	...	2	5	...	2	3
North Uist,	541	599	307	308	17	...	165	180	43	25	4	1	2	10	7	...	...	1
South Uist and Benbecula,	332	450	214	156	82	6	120	138	79	18	4	...	...	4	3	...	...	...
Barray,	152	201	72	46	...	...	31	33	35	8	2	...	...	3	1	...	8	...
Skye, Raasay, etc.,	2317	2,462	1548	1114	525	54	637	623	177	58	5	1	...	5	24	2	53	...
Small Isles (Eigg, etc.),	26	42	30	22	16	...	16	16	3	1	...	...	...	...	1	1	...	...
Tiree and Coll,	367	534	352	252	81	...	148	100	58	11	...	5	2	3	5	...	70	...
Mull and Iona,	849	1,122	605	472	171	90	217	248	86	20	2	2	...	4	10	...	78	...
Jura,	148	161	99	62	...	...	48	31	4	1	...	...	...	...	1	...	...	...
Colonsay,	61	86	64	44	17	...	17	21	5	1	...	...	...	...	2	...	...	...
Gigha,	50	70	50	26	...	...	26	9	7	...	...	...	...	...	...	...	5	...
Islay,	1309	1,501	1131	1115	398	46	648	425	108	56	2	8	...	20	27	7	84	8
Total,	8835	10,119	5850	4752	1931	349	2736	2496	940	324	38	36	4	78	119	10	383	19

X.—TABLE OF CENTESIMAL PROPORTION OF SCHOLARS ON THE ROLLS LEARNING THE UNDERMENTIONED SUBJECTS.

ISLANDS.	Scholars on Roll.	Religious Instruction.	Reading.	Writing.	Arithmetic.	Needlework.	Other Industrial Work.	Geography.	English Grammar.	English History.	Latin.	Greek.	Modern Languages.	Mechanics.	Algebra.	Euclid.	Elements of Physical Science.	Music from Notes.	Drawing.
Lewis,	2,697	78·6	84·5	38·8	32·1	15·8	3·1	18·0	18·5	10·0	3·9	0·6	0·6	...	1·0	1·2	...		0·2
Harris and Berneray,	802	70·1	76·0	41·2	33·5	24·4	8·5	22·1	21·6	8·0	2·3	0·1	0·2	...	0·2	0·6	...	3·1	0·4
North Uist,	715	75·6	83·8	42·9	43·1	2·4	...	23·1	25·2	6·0	3·5	0·5	0·1	0·3	1·4	1·0	...	0·2	0·1
South Uist and Benbecula,	548	60·6	82·1	39·0	28·5	15·0	1·1	21·9	25·2	14·4	3·3	0·7	...	...	0·7	0·5	...	...	...
Barray,	305	49·8	65·9	23·6	15·1	...	...	10·1	10·8	11·5	2·6	0·6	...	...	1·0	0·3	...	2·6	...
Skye, Raasay, etc.,	2,987	77·6	82·4	51·8	37·3	17·6	1·8	21·3	20·8	5·9	1·9	0·2	0·03	...	0·2	0·8	0·07	1·8	...
Small Isles (Eigg, etc.),	42	61·9	100·0	71·4	52·4	38·1	...	38·1	38·1	7·1	2·4	...	...	...	...	2·4	2·4	...	...
Tiree and Coll,	620	59·2	86·1	56·8	40·6	13·1	...	23·9	16·1	9·3	1·8	...	0·8	0·3	0·5	0·8	...	11·3	...
Mull and Iona,	1,244	68·2	90·2	48·6	37·9	13·7	7·2	17·4	19·9	6·9	1·6	0·1	0·1	...	0·3	0·8	...	6·3	...
Jura,	164	90·2	98·2	60·4	37·8	...	...	29·3	18·9	2·4	0·6	...	...	...	...	0·6	...	...	...
Colonsay,	87	70·1	98·8	73·5	50·6	19·5	...	19·5	24·1	5·7	1·1	...	...	...	...	2·3	...	...	...
Gigha,	80	62·5	87·5	62·5	32·5	...	...	11·2	8·7	6·2	...	...	...	...	...	...	...	...	...
Islay,	1,629	80·3	92·1	69·4	68·4	24·4	2·8	39·8	26·1	6·6	3·4	0·1	0·5	...	1·2	1·6	0·4	5·1	0·5
Total,	11,920	74·1	84·9	49·1	39·9	16·2	2·9	22·9	20·9	7·9	2·7	0·3	0·3	·03	0·7	1·0	·08	3·2	0·1

XI.—DETAILED ABSTRACT BY P[redacted]SHES OR REGISTRATION DISTRICTS.

REGISTRATION DISTRICT.	Population of Registration District (Census 1861).	Number of Schools in District.											Number of Scholars in District.						
							Connected with Religious Denominations						On the Rolls when Visited.			In Actual Attendance.			
		Parochial.	Side.	Parliamentary.	Non-Parochial.	Total.	Church of Scotland.	Free Church of Scotland.	Undenominational and Others.	Private Adventure Schools.	School Buildings erected since 1851.	School Buildings enlarged since 1851.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Scholars for whom accommodation is provided at eight square feet of superficial area for each.
Barvas,	4,609	1	...	1	6	8	...	5	3	...	3	...	250	136	386	55	32	87	491
Carloway,	2,204	...	...	...	4	4	...	4	...	...	...	...	108	56	164	69	35	104	256
Lochs,	3,568	1	...	...	9	10	...	9	1	...	2	1	364	237	601	212	140	352	524
Stornoway,	8,668	1	...	...	18	19*	1	13	3	2	4	2	681	589	1270	455	407	862	1395
Uig,	2,007	1	...	...	5	6	...	4	2	...	1	1	187	89	276	131	70	201	364
Total Lewis,	21,056	4	...	1	42	47	1	35	9	2	10	4	1590	1107	2697	922	684	1606	3030
Harris,	3,769	1	...	...	14	15	4	9	1	1	7	1	357	312	669	269	236	505	634
Berneray,	336	...	...	...	3	3	2	1	...	...	1	...	46	87	133	20	31	51	102
North Uist,	3,959	1	...	...	14	15	6	8	1	...	6	...	436	279	715	245	156	401	841
Benbecula,	1,544	...	...	...	4	4	1	2	1	...	...	...	110	60	170	46	13	59	162
South Uist—																			
Howmore,	1,763	1	...	...	3	4	1	2	1	...	1	...	122	46	168	63	29	92	205
Boisdale,	2,051	...	...	...	5	5	1	4	...	...	2	...	127	83	210	86	52	138	211
Total South Uist,	3,814	1	...	...	8	9	2	6	1	...	3	...	249	129	378	149	81	230	416
Barray,	1,853	1	...	...	4	5	1	3	1	...	3	...	178	127	305	105	78	183	208
Bracadale,	1,335	1	...	...	5	6	1	4	1	...	1	...	107	88	195	54	50	104	241
Duirinish,	4,775	1	...	...	12	13	3	9	1	...	4	2	516	405	921	234	198	432	772
Kilmuir,	2,872	1	...	1	3	5	1	2	2	...	1	...	216	122	338	71	42	113	309

Portree (incl. Raasay and Ronay),	3,159	1	1	...	10	12	2	7	2	1	5	1	268	232	500	167	142	309	562
Sleat,	2,330	1	...	...	7	8	3	4	1	...	4	...	191	132	323	125	70	195	301
Snizort,	2,613	1	...	...	4	5	2	2	1	...	1	1	179	91	270	94	43	137	331
Strath,	2,664	1	...	...	7	8	4	3	1	...	5	1	253	187	440	154	125	279	396
Total Skye, etc.,	19,748	7	1	1	48	57	16	31	9	1	21	5	1730	1257	2987	899	670	1569	2912
Small Isles (Eigg, etc.),	567	1	...	...	...	1	...	...	1	...	...	...	25	17	42	11	5	16	48
Tiree,	3,217	1	1	...	6	8	3	3	2	...	4	...	310	274	584	195	158	353	454
Coll,	781	...	...	...	1	1	1	...	...	...	1	...	23	13	36	18	8	26	50
Kilfinichen and Kilvjckeon,	1,792	1	1	...	6	8	4	2	2	...	2	...	127	117	244	77	57	134	350
Kilninian and Kilmore,	1,641	1	1	1	4	7	3	1	3	...	2	...	140	135	275	65	44	109	351
Kinlochspelvie,	428	...	...	1	1	2	1	...	1	...	1	...	35	33	68	7	6	13	78
Salen,	604	...	2	1	1	4	1	...	3	...	1	...	65	71	136	...	...	...	137
Tobermory,	1,566	...	...	1	3	4	1	2	1	...	1	...	152	145	297	114	99	213	319
Torosay,	557	1	...	...	...	1	...	...	1	...	...	...	31	22	53	8	6	14	62
Total Mull,	6,588	3	4	4	15	26	10	5	11	...	7	...	550	523	1073	271	212	483	1297
Iona,	743	...	...	1	1	2	1	...	1	...	1	...	98	73	171	68	46	114	136
Jura,	858	1	...	...	4	5	2	...	1	2	...	...	93	71	164	73	58	131	138
Colonsay,	598	1	...	...	1	2	1	...	1	...	2	...	46	41	87	38	34	72	102
Gigha,	467	1	...	...	...	1	...	...	1	...	...	....	42	38	80	28	24	52	80
Bowmore or Killarrow,	2,701	1	...	...	6	7	...	3	3	1	2	1	269	206	475	209	159	368	422
Kilchoman,	2,377	1	...	...	4	5	2	1	2	...	1	2	197	158	355	157	136	293	313
Kildalton,	2,187	1	...	...	4	5*	2	1	2	...	2	...	216	189	405	189	153	342	328
Kilmeny,	1,268	...	...	1	2	3	1	1	1	...	...	...	56	54	110	44	32	76	90
Oa,	769	...	....	1	1	2	...	1	1	...	...	1	30	30	60	27	25	52	80
Portnahaven,	1,059	...	...	1	2	3	...	1	1	1	...	...	118	106	224	107	84	191	276
Total Islay,	10,361	3	...	3	19	25	5	8	10	2	5	4	886	743	1629	733	589	1322	1509

* Including one Infant School.

REGISTRATION DISTRICT.	Number of Teachers in the Schools.											Weekly School Fees.							
					Teachers trained in Normal Schools, holding Certificates, or having University Degrees.							Number of Scholars Paying each Week—							
	Masters.	Assistant Masters.	Mistresses.	Assistant Mistresses.	N.S.	Cert.	U.D.	Pupil Teachers paid by Government.	Monitors paid.	Total Teachers.	Retired Masters or Mistresses, and amount of Retiring Allowances. No.	Amount.	Nothing.	One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence and less than Fivepence.	Fivepence and less than Sixpence.	Sixpence.	Above Sixpence.
												£ s. d.								
Barvas,	8	...	3	...	1	...	...	...	...	11	...	.....	380	...	6	...	...	...	...	..
Carloway,	4	..	2	...	...	...	...	...	...	6	...	.....	164	...	...	...	...	...	...	...
Lochs,	10	...	4	...	1	2	...	...	...	14	1	12 0 0	601	...	..	...	...	...	...	...
Stornoway,	16	1	6	1	8	3	...	6	...	30	...	.....	1043	56	93	38	7	12	1	20
Uig,	6	...	1	...	1	...	...	...	...	7	...	.....	276	...	...	...	...	...	...	...
Total Lewis,	44	1	16	1	11	5	...	6	...	68	1	12 0 0	2464	56	99	38	7	12	1	20
Harris,	10	...	5	...	5	3	...	...	...	15	...	.....	639	30	...	...	...	...	...	...
Berneray,	1	...	2	...	...	...	...	...	...	3	...	.....	133	...	...	...	...	...	...	...
North Uist,	14	...	1	...	7	1	...	...	...	15	2	15 0 0	667	32	16	...	...	...	...	...
Benbecula,	3	...	1	...	...	...	...	...	...	4	...	.....	170	...	...	...	...	...	...	...
South Uist—																				
Howmore,	4	...	1	...	3	...	...	...	...	5	1	12 0 0	168	...	...	...	...	...	...	....
Boisdale,	4	...	2	...	1	...	...	...	...	6	...	.....	210	...	...	...	...	...	...	...
Total South Uist,	8	...	3	...	4	...	...	...	...	11	1	12 0 0	378	...	...	...	...	...	...	...
Barray,	5	...	...	...	...	...	...	...	...	5	...	.....	305	...	...	...	...	...	...	...
Bracadale,	5	...	2	...	2	1	...	...	...	7	...	.....	179	10	2	4	...	...	...	...
Duirinish,	13	...	6	...	6	3	...	...	...	19	...	.....	759	127	23	12	...	...	...	...
Kilmuir,	5	...	1	...	5	...	...	...	...	6	1	4 0 0	292	42	3	1	...	...	...	...

Portree (including Raasay and Ronay),	11	...	5	...	3	3	...	1	...	17	2	8 0 0	306	120	56	12	...	6	...	...
Sleat,	8	...	3	...	5	1	1	...	...	11	...	.....	292	30	...	1	...	...	...	...
Snizort,	5	...	2	...	2	1	...	...	...	7	1	4 0 0	185	46	34	2	3	...	...	...
Strath,	8	...	2	...	4	2	...	...	...	10	...	.....	392	15	10	23	...	...	...	...
Total Skye, etc.,	55	...	21	...	27	11	1	1	...	77	4	16 0 0	2405	390	128	55	3	6	...	...
Small Isles (Eigg), etc.,	1	...	1	...	...	...	1	...	...	2	...	.....	4	26	12	...	...	...	...	...
Tiree,	7	...	3	...	4	2	1	...	...	10	1	10 0 0	478	87	19	...	...	...	...	...
Coll,	1	...	...	...	...	1	...	...	...	1	...	.....	27	5	4	...	...	...	...	...
Kilfinichen and Kilvickeon,	6	...	2	...	1	1	...	...	...	8	3	49 0 0	134	99	9	2	...	...	...	...
Kilninian and Kilmore,	6	...	1	...	4	3	...	...	...	7	1	12 0 0	182	27	53	11	2	...	...	...
Kinlochspelvie,	2	...	...	...	1	1	...	...	...	2	...	.....	68	...	...	...	...	...	...	...
Salen,	3	...	1	...	2	1	...	...	...	4	...	.....	116	12	5	2	...	1	...	...
Tobermory,	3	...	1	...	4	1	...	..	...	4	...	.....	213	24	25	25	8	2	...	...
Torosay,	1	...	...	...	1	...	...	...	...	1	...	.....	18	20	10	5	...	...	...	...
Total Mull,	21	...	5	...	13	7	...	...	...	26	4	61 0 0	731	182	102	45	10	3	...	...
Iona,	2	...	...	...	1	...	...	...	...	2	1	12 0 0	...	99	72	...	...	...	...	...
Jura,	5	...	...	...	2	...	...	...	...	5	1	12 0 0	42	14	84	24	...	...	...	...
Colonsay,	2	...	1	...	2	...	...	...	...	3	...	.....	8	...	66	12	1	...	...	...
Gigha,	1	...	...	...	1	...	...	...	...	1	1	4 0 0	...	30	30	20	...	...	...	...
Bowmore or Killarrow,	5	1	5	...	5	6	...	1	...	12	...	.....	72	164	196	23	10	2	2	6
Kilchoman,	4	...	3	...	4	4	...	1	...	8	...	.....	43	111	132	58	11	...	...	...
Kildalton,	4	...	2	...	3	3	...	1	1	8	...	.....	167	115	82	41	...	...	...	...
Kilmeny,	2	...	1	...	2	...	...	...	...	3	...	.....	42	46	22	...	...	...	...	...
Oa,	2	...	...	...	...	...	...	...	...	2	...	.....	...	22	30	8	...	...	...	...
Portnahaven,	3	...	2	...	...	2	...	...	...	5	1	£20 0 0	53	89	64	16	2	...	...	...
Total Islay,	20	1	13	...	14	15	...	3	1	38	1	20 0 0	377	547	526	146	23	2	2	6

REGISTRATION DISTRICT.	ANNUAL INCOME.						
	Income of the Schools for the Year 1865.						
	Salary paid by Heritors.	Endowments.	Privy Council Grants and Salaries from Exchequer.	Grants from Trustees of any Bequest.	School Fees.	Voluntary Subscriptions and other Sources.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Barvas,	35 0 0	.....	25 0 0	.....	1 12 0	143 5 0	204 17 0
Carloway,	.....	.....	.....	10 0 0	.....	96 13 6	106 13 6
Lochs,	35 0 0	.....	15 0 0	.....	.....	225 0 0	275 0 0
Stornoway,	35 0 0	.....	129 10 0	.....	141 1 4	507 6 0	812 17 4
Uig,	35 0 0	.....	.....	.....	.....	121 0 0	156 0 0
Total Lewis,	140 0 0	.....	169 10 0	10 0 0	142 13 4	1093 4 6	1555 7 10
Harris,	35 0 0	.....	25 0 0	.....	1 5 0	314 12 6	375 17 6
Berneray,	.....	.....	.....	.....	.....	57 4 0	57 4 0
North Uist,	35 0 0	.....	.....	.....	8 12 6	370 19 5	414 11 11
Benbecula,	.....	.....	.....	.....	.....	76 19 0	76 19 0
South Uist—							
Howmore,	50 0 0	.....	.....	.....	.....	90 0 0	140 0 0
Boisdale,	.....	.....	.....	.....	.....	149 17 6	149 17 6
Total South Uist,	50 0 0	.....	.....	.....	.....	239 17 6	289 17 6
Barray,	45 0 0	.....	.....	.....	.....	90 0 0	135 0 0
Bracadale,	35 0 0	.....	.....	5 0 0	5 3 0	84 10 0	129 13 0
Duirinish,	46 0 0	.....	59 4 6	10 0 0	23 0 6	313 5 0	451 10 0
Kilmuir,	40 0 0	.....	30 0 0	5 0 0	10 5 0	64 0 0	149 5 0

Portree (incl. Raasay and Ronay), ...	*60 0 0*	*30 0 0*	*91 10 0*	.....	44 0 0	223 5 0	447 15 0
Sleat, ...	*35 0 0*	4 0 0	.....	.....	6 0 0	182 4 0	227 4 0
Suizort, ...	*35 0 0*	30 0 0	16 10 0	.....	12 0 0	82 0 0	175 10 0
Strath, ...	*35 0 0*	.....	.....	.....	19 0 0	186 0 0	240 0 0
Total SKYE, etc.,	286 0 0	64 0 0	197 4 6	20 0 0	119 8 6	1134 4 0	1820 17 0
Small Isles (Eigg, etc.),...	40 0 0	.....	.....	.....	3 8 0	1 15 0	45 3 0
Tiree, ...	63 0 0	.....	20 0 0	.....	21 10 0	166 0 0	270 10 0
Coll, ...	.....	.....	13 15 0	.....	2 10 3	25 0 0	41 5 3
Kilfinichen and Kilvickeon,	60 0 0	.....	.....	.....	23 2 0	138 0 0	221 2 0
Kilninian and Kilmore,...	30 0 0	.....	14 0 0	.....	21 4 0	116 10 0	181 14 0
Kinlochspelvie, ...	15 0 0	.....	20 0 0	.....	.....	11 0 0	46 0 0
Salen, ...	33 0 0	.....	43 0 0	.....	5 0 0	23 0 0	104 0 0
Tobermory, ...	.....	.....	57 0 0	.....	37 3 3	72 7 0	166 10 3
Torosay, ...	32 0 0	.....	.....	.....	10 0 0	.....	42 0 0
Total MULL,	170 0 0	.....	134 0 0	.....	96 9 3	360 17 0	761 6 3
Iona, ...	.....	.....	32 0 0	.....	21 0 6	18 0 0	71 0 6
Jura, ...	50 0 0	.....	.....	.....	20 7 1	77 0 0	147 7 1
Colonsay, ...	37 10 0	.....	.....	.....	18 0 0	20 0 0	75 10 0
Gigha, ...	35 0 0	.....	.....	2 0 0	4 0 0	.....	41 0 0
Bowmore or Killarrow, ...	35 0 0	.....	151 0 0	.....	82 15 4	163 15 0	432 10 4
Kilchoman, ...	35 0 0	.....	73 0 0	.....	46 0 0	132 12 6	286 12 6
Kildalton, ...	35 0 0	.....	51 0 0	.....	18 0 0	149 2 6	253 2 6
Kilmeny, ...	.....	.....	34 0 0	.....	14 0 0	48 18 0	96 18 0
Oa, ...	.....	.....	30 0 0	.....	5 0 0	25 0 0	60 0 0
Portnahaven, ...	.....	.....	82 10 0	10 0 0	32 11 2	48 10 0	173 11 2
Total ISLAY,	105 0 0	.....	421 10 0	10 0 0	198 6 6	567 18 0	1302 14 6

REGISTRATION DISTRICT.	Number of Scholars on the Rolls learning the undermentioned Subjects.																	
	Religious Instruction.	Reading.	Writing.	Arithmetic.	Needlework.	Other Industrial Work.	Geography.	English Grammar.	English History.	Latin.	Greek.	Modern Languages.	Mechanics.	Algebra.	Euclid.	Elements of Physical Science.	Music from Notes.	Drawing.
Barvas,	298	368	109	94	19	...	49	41	27	11	1	...	...	1	6	...	...	...
Carloway,	120	152	45	48	3	...	28	20	4	3	...	...	...	3	3	...	...	...
Lochs,	516	518	227	147	69	...	85	109	77	36	7	...	...	5	8	...	...	...
Stornoway,	1005	1016	588	512	299	83	279	275	120	8	4	17	...	13	7	...	52	6
Uig,	182	227	78	65	38	2	45	54	43	18	6	...	...	5	9	...	31	1
Total Lewis,	2121	2281	1047	866	428	85	486	499	271	106	18	17	...	27	33	...	83	7
Harris,	495	543	280	250	141	68	169	165	64	19	1	2	...	2	5	...	2	3
Berneray,	67	67	51	19	55	...	8	8	...	...	...	...	...	...	...	...	...	...
North Uist,	541	599	307	308	17	...	165	180	43	25	4	1	2	10	7	...	...	1
Benbecula,	141	158	62	49	14	...	34	39	29	7	1	...	...	2	2	...	...	...
South Uist—																		
Howmore,	120	118	71	42	10	...	36	44	44	4	1	...	...	1	...	...	...	...
Boisdale,	71	174	81	65	58	6	50	55	6	7	2	...	...	1	1	...	...	...
Total South Uist,	191	292	152	107	68	6	86	99	50	11	3	...	...	2	1	...	...	...
Barray,	152	201	72	46	...	...	31	33	35	8	2	...	...	3	1	...	8	...
Bracadale,	138	155	100	83	51	...	32	32	1	5	2	...	...	...	...	...	...	...
Duirinish,	731	751	473	362	218	28	206	191	23	18	2	1	...	1	6	...	53	...
Kilmuir,	284	215	192	102	14	...	89	72	37	8	...	...	...	1	5	...	...	...

Portree (incl. Raasay and Ronay),	413	434	308	244	127	26	102	125	41	7	...	...	...	3	4	...	...	...
Sleat,	302	284	111	84	19	...	61	64	38	7	...	...	...	...	2	2	...	...
Snizort,	222	236	183	120	50	...	90	96	35	11	1	...	...	...	5	...	...	...
Strath,	227	387	181	119	46	...	57	43	2	2	...	...	...	...	2	...	...	...
Total SKYE, etc.,	2317	2462	1548	1114	525	54	637	623	177	58	5	1	...	5	24	2	53	...
Small Isles (Eigg), etc.,	26	42	30	22	16	...	16	16	3	1	...	...	...	...	1	1	...	...
Tiree,	348	498	330	235	75	...	140	96	58	11	...	5	...	2	5	...	70	...
Coll,	19	36	22	17	6	...	8	4	...	...	...	...	2	1	...	...	...	...
Kilfinichen and Kilvickeon,	184	221	113	70	40	30	38	35	17	2	...	...	...	...	...	...	...	...
Kilninian and Kilmore,	147	243	138	111	27	17	41	44	12	7	1	...	...	2	6	...	...	...
Kinlochspelvie,	68	58	22	23	...	...	1	1	...	...	...	...	...	...	...	...	13	...
Salen,	136	136	99	67	55	16	29	50	11	1	...	...	...	2	...	...	...	...
Tobermory,	188	266	112	137	33	27	66	81	34	7	1	2	...	...	4	...	65	...
Torosay,	53	53	33	28	...	...	21	21	...	3	...	...	...	...	...	...	...	...
Total MULL,	776	977	517	436	155	90	196	232	74	20	2	2	...	4	10	...	78	...
Iona,	73	145	88	36	16	...	21	16	12	...	...	...	...	...	...	...	...	...
Jura,	148	161	99	62	...	...	48	31	4	1	...	...	...	...	1	...	...	...
Colonsay,	61	86	64	44	17	...	17	21	5	1	...	...	...	...	2	...	...	...
Gigha,	50	70	50	26	...	...	26	9	7	...	...	...	...	...	...	...	5	...
Bowmore or Killarrow,	399	440	327	330	118	2	150	126	25	19	...	...	...	5	9	...	...	...
Kilchoman,	241	343	276	282	98	32	129	105	16	10	...	...	...	1	4	7	40	8
Kildalton,	341	339	295	297	66	12	259	99	24	15	2	6	...	5	7	...	...	...
Kilmeny,	79	95	59	51	34	...	42	38	1	2	...	2	...	...	3	...	...	...
Oa,	60	60	23	12	...	...	1	3	1	...	...	...	...	...	...	...	...	...
Portnahaven,	189	224	151	143	82	...	67	54	41	10	...	...	...	9	4	...	44	...
Total ISLAY,	1309	1501	1131	1115	398	46	648	425	108	56	2	8	...	20	27	7	84	8

XII.—Enumeration of Persons above the age of 16, and not attending School, able to Read and Write in the subjoined Districts.

DISTRICT.		Total Enumerated.	Can read English, or English and Gaelic.	Can read Gaelic only.	Can read fluently.	Can read with difficulty.	Total can read.	Cannot read.	Total can write.	Cannot write.
Bracadale,	Male, ...	56	40	7	27	20	47	9	33	23
	Female,	74	25	12	21	16	37	37	22	52
	Total, ...	130	65	19	48	36	84	46	55	75
Duirinish,	Male, ...	1228	656	156	408	404	812	416	566	662
	Female,	1414	288	242	315	215	530	884	181	1233
	Total, ...	2642	944	398	723	619	1342	1300	747	1895
Kilmuir,	Male, ...	575	333	62	259	136	395	180	274	301
	Female,	516	79	170	125	124	249	267	45	471
	Total, ...	1091	412	232	384	260	644	447	319	772
Portree (Braes),	Male, ...	307	183	47	121	109	230	77	136	171
	Female,	420	61	96	74	83	157	263	22	398
	Total, ...	727	244	143	195	192	387	340	158	569
Sleat,	Male, ...	96	73	2	70	5	75	21	63	33
	Female,	103	46	7	42	11	53	50	30	73
	Total, ...	199	119	9	112	16	128	71	93	106
Snizort,	Male, ...	601	368	46	211	203	414	187	294	307
	Female,	822	214	136	88	262	350	472	115	707
	Total, ...	1423	582	182	299	465	764	659	409	1014
Total Skye,	Male, ...	2863	1653	320	1096	877	1973	890	1366	1497
	Female,	3349	713	663	665	711	1376	1973	415	2934
	Total, ...	6212	2366	983	1761	1588	3349	2863	1781	4431
Berneray (Harris),	Male, ...	43	25	12	4	33	37	6	8	35
	Female,	32	6	26	2	30	32	...	3	29
	Total, ...	75	31	38	6	63	69	6	11	64
Ballyshear and Heisker (North Uist),	Male, ...	74	37	6	23	20	43	31	38	36
	Female,	66	6	14	14	6	20	46	5	61
	Total, ...	140	43	20	37	26	63	77	43	97
Eigg,	Male, ...	95	60	4	?	?	64	31	49	46
	Female,	121	38	14	?	?	52	69	24	97
	Total, ...	216	98	18	?	?	116	100	73	143
Tiree,	Male, ...	914	646	38	?	?	684	230	575	339
	Female,	993	477	97	?	?	574	419	348	645
	Total, ...	1907	1123	135	?	?	1258	649	923	984

N.B.—The enumeration does not embrace the total Population at the age specified in any of the Skye parishes; in two of them it is very limited; and in one parish, Strath, it was not taken at all. The work, it will be remembered, was performed gratuitously (generally by the Teachers in the various localities, on Schedules prepared for the purpose), but the services of a clerk were required to distribute, and again collect, the papers. But though not embracing the whole population, these Statistics represent a number so large as to make them more than sufficient as a specimen of the state of matters generally throughout the island.

XIII.—ESTIMATE OF PERSONS above 16, and not attending School, able to READ and WRITE in the subjoined Districts.

DISTRICT.		Estimated Population of all Ages.	Can read English, or English and Gaelic.	Can read Gaelic only.	Can Write.
Barvas, ...	Male, ...	...	229	686	205
	Female,	...	43	743	34
	Total, ...	3,655	272	1429	239
Carloway, ...	Male, ...	...	220	386	174
	Female,	...	34	422	18
	Total, ...	2,204	254	808	192
Lochs, ...	Male, ...	...	173	343	118
	Female,	...	67	459	26
	Total, ...	1,911	240	802	144
Stornoway, ...	Male, ...	...	269	546	222
	Female,	...	61	667	37
	Total, ...	3,294	330	1213	259
Total, LEWIS (part of),	Male, ...	...	891	1961	719
	Female,	...	205	2291	115
	Total, ...	11,064	1096	4252	834
Howmore, SOUTH UIST (part of), ...	Male, ...	...	58	7	43
	Female,	...	15	6	14
	Total, ...	597	73	13	57
Kilninian and Kilmore (part of), ...	Male, ...	...	211	39	187
	Female,	...	197	33	161
	Total, ...	846	408	72	348
Torosay (part of), ...	Male, ...	...	94	3	?
	Female,	...	83	...	?
	Total, ...	557	177	3	?
Total, MULL (part of)	Male, ...	...	305	42	?
	Female,	...	280	33	?
	Total, ...	1403	585	75	?
IONA, ...	Male, ...	...	72	11	59
	Female,	...	51	6	42
	Total, ...	270	123	17	101
JURA (part of), ...	Male, ...	70	49	7	39
	Female,	128	54	25	25
	Total, ...	198	103	32	64

N.B.—In most of these Districts the figures throughout are only estimates, and the calculation was not made in the elaborate manner followed in reference to the Districts in the preceding Table, and that which comes next, viz., Islay. Where blanks are left, the information under that head had not been supplied.

XIV.—EDUCATIONAL STATISTICS OF ISLAY, DECEMBER 1865.

PARISHES.	Population.	CONDITION.					OCCUPATION.						EDUCATION.			
		Males.	Females.	Married.	Number of Living Children.	Householders.	Tenants or Crofters.	Cottars.	Farm Servants or Labourers.	Tradesmen.	Other Employments.	Paupers or Dependants.	Total who can Read.	Fluently.	With difficulty.	Can Write.
(1.) KILCHOMAN—																
Portnahaven (*quoad sacra*), .	901	453	448	296	840	187	97	41	56	16	68	32	530	210	320	302
Kilchoman proper, ...	2084	1024	1060	673	1646	432	118	219	476	67	70	136	1368	622	746	871
Total KILCHOMAN, ...	2985	1477	1508	969	2486	619	215	260	532	83	138	168	1898	832	1066	1173
(2.) KILLARROW—																
Kilmeny (*quoad sacra*), ...	1014	507	507	282	729	235	49	130	203	38	157	50	688	451	237	469
Killarrow proper, ...	2338	1122	1216	743	2030	508	217	156	382	132	152	155	1731	1141	590	1023
Total KILLARROW, ...	3352	1629	1723	1025	2759	743	266	286	585	170	309	205	2419	1592	827	1492
(3.) KILDALTON, ...	2398	1115	1283	706	1951	504	136	82	329	105	169	138	1659	1159	500	973
Total ISLAY,.....	8735	4221	4514	2700	7196	1866	617	628	1448	358	616	511	5976	3583	2393	3638

EDUCATIONAL STATISTICS OF ISLAY, DECEMBER 1865.

PARISHES.	EDUCATION.														
				CAN READ AND WRITE.				READ ONLY.				CAN NEITHER READ NOR WRITE.			
	Can read English alone.	Gaelic alone.	Both English and Gaelic.	Males above 15.	Females above 15.	Males 15 and under.	Females 15 and under.	Males above 15.	Females above 15.	Males 15 and under.	Females 15 and under.	Males above 15.	Females above 15.	Males 15 and under.	Females 15 and under.
(1.) KILCHOMAN—															
Portnahaven (*quoad sacra*),	187	24	319	155	73	48	26	53	100	33	42	43	102	121	105
Kilchoman proper, ...	668	70	630	394	223	148	106	103	216	88	90	96	207	195	218
Total KILCHOMAN, ...	855	94	949	549	296	196	132	156	316	121	132	139	309	316	323
(2.) KILLARROW—															
Kilmeny (*quoad sacra*), ...	370	51	267	227	152	49	41	49	103	40	27	43	77	99	107
Killarrow proper, ...	1129	36	566	457	311	139	116	145	301	132	130	63	166	186	192
Total KILLARROW, ...	1499	87	833	684	463	188	157	194	404	172	157	106	243	285	299
(3.) KILDALTON, ...	740	54	865	448	281	112	132	121	324	113	128	67	159	254	259
Total ISLAY, ...	3094	235	2647	1681	1040	496	421	471	1044	406	417	312	711	855	881

XV.—TABLE OF POPULATION (1861); ASSESSED LAND RENTAL, POOR and other RATES (1864-5), of all the Highland Insular Parishes, from Parliamentary Return dated 5th March 1865.

ISLAND.	PARISH.	Description of Lands. N.B.—Lands let marked *a*, Lands occupied by Owner, *b*.	Population 1861.	Valuation 1864.	Poor and other Rates.	Parochial Schoolmasters' Salaries.
				£	£	£
LEWIS—	Barvas,	*a*, ...		2,127	172	
		b, ...		400	33	
		Tot.,	4,609	2,527	205	35
	Lochs,	*a*, ...		3,365	392	
		b, ...		30	3	
		Tot.,	4,901	3,395	395	35
	Stornoway,	*a*, ...		3,478	434	
		b, ...		314	36	
		Tot.,	8,668	3,792	470	35
	Uig,	*a*, ...		2,956	295	
		b, ...		...	...	
		Tot.,	2,878	2,956	295	35
	Total LEWIS,	*a*, ...		11,926	1,293	
		b, ...		744	72	
		Total,	21,056	12,670	*1,365	140
HARRIS—	Harris,	*a*, ...		4,003	450	
		b, ...		50	4	
		Tot.,	4,183	4,053	454	35
NORTH UIST—	North Uist,	*a*, ...		4,155	548	
		b, ...		42	4	
		Tot.,	3,959	4,197	552	35
SOUTH UIST, incl. BENBECULA—	South Uist,	*a*, ...		5,413	969	
		b, ...		222	40	
		Tot.,	5,358	5,635	1,009	50
BARRAY,—	Barray,	*a*, ...		1,662	452	
		b, ...		30	2	
		Tot.,	1,853	1,692	454	45

* Wholly Poor Rates; no return as to others.

TABLE OF POPULATION, ETC.,—*continued.*

ISLAND.	PARISH.	Description of Lands. *N.B.* — Lands let marked *a*, Lands occupied by Owner, *b*.	Population, 1861.	Valuation, 1864.	Poor and other Rates.	Parochial Schoolmasters' Salaries.
				£	£	£
SKYE,—	Bracadale,	*a*, ...		5,096	798	
		b, ...		30	5	
		Tot.,	1,335	5,126	803	35
	Duirinish,	*a*, ...		4,550	711	
		b, ...		1,387	214	
		Tot.,	4,775	5,937	9[illegible]5	46
	Kilmuir,	*a*, ...		3,636	746	
		b, ...		23	2	
		Tot.,	2,846	3,659	748	40
	Portree,	*a*, ...		3,325	733	
		b, ...		46	10	
		Tot.,	3,159	3,371	743	60
	Sleat,	*a*, ...		2,968	729	
		b, ...		130	29	
		Tot.,	2,330	3,098	758	35
	Snizort,	*a*, ...		4,063	663	
		b, ...		139	19	
		Tot.,	2,639	4,202	682	35
	Strath,	*a*, ...		3,392	752	
		b, ...		63	11	
		Tot.,	2,664	3,455	763	35
	Total SKYE,	*a*, ...		27,030	5,132	
		b, ...		1,818	290	
		Total,	19,748	28,848	5,422	286
SMALL ISLES (EIGG, etc.)—	Small Isles,	*a*, ...		697	64	
		b, ...		30	2	
		Tot.,	567	727	66	40
TIREE—	Tiree,	*a*, ...		2,981	1,014	
		b, ...		563	212	
		Tot.,	3,217	3,544	1,226	63

TABLE OF POPULATION, ETC.,—*continued.*

ISLAND.	PARISH.	Description of Lands. *N.B.* — Lands let marked *a*, Lands occupied by Owner, *b*.	Population, 1861.	Valuation, 1864.	Poor and other Rates.	Parochial Schoolmasters' Salaries.
				£	£	£
COLL—	Coll, ...	*a*, ...		1,776	296	
		b, ...		1,517	252	
		Tot.,	781	3,293	*548	
MULL—	Kilfinichen & Kilvickeon,	*a*, ...		5,500	1,521	
		b, ...		262	13	
		Tot.,	2,518	5,762	1,534	60
	Kilninian and Kilmore,	*a*, ...		7,701	1,222	
		b, ...		1,426	223	
		Tot.,	3,433	9,127	1,445	30
	Torosay, ...	*a*, ...		6,887	937	
		b, ...		786	53	
		Tot.,	1,380	7,673	990	80
	Total MULL, ...	*a*, ...		20,088	3,680	
		b, ...		2,474	289	
		Total,	7,331	22,562	3,969	170
JURA AND COLONSAY—	Jura and Colonsay, ...	*a*, ...		4,418	458	
		b, ...		829	119	
		Tot.,	1,650	5,247	577	87 10
GIGHA—	Gigha, ...	*a*, ...		2,168	238	
		b, ...		80	8	
		Tot.,	467	2,248	246	35
ISLAY—	All the Parishes, ...	*a*, ...		24,046	3,606	
		b, ...		545	81	
		Tot.,	10,361	24,591	*3,687	105
HEBRIDES—	All the Parishes, ...	*a*, ...		110,363	18,200	
		b, ...		8,944	1,375	
		Tot.,	80,531	119,307	19,575	1,091½

* Wholly Poor Rates. The other Rates in Islay are stated to amount this year to £2170.

XVI.—LIST OF PARISHES in SCOTLAND, with their POPULATIONS in 1861, in which the GAELIC LANGUAGE is still supposed to be spoken by the majority of the Inhabitants.

Note.—The following enumeration, furnished by Dr. Mackay, is only to be regarded as giving an approximate estimate of the Gaelic-speaking population of the Highlands and Islands. It is based upon the Ecclesiastical List in Oliver and Boyd's Almanac, where the places in which Gaelic is preached are marked with an asterisk. 'At the same time,' says Dr. Mackay, 'it is to myself matter of personal knowledge that there are 'several parishes not marked as Gaelic ones, in which there are large 'congregations of the Free Church where Gaelic is still preached. These 'I have included, where the fact could easily be established. There are 'also certain considerable towns within the Highland boundary where 'there are several large Gaelic-speaking congregations, such as Inverness, 'Campbelton (where the Gaelic congregation, some years ago, was well 'known to me as being much larger than the English), Cromarty, etc. 'I have taken the liberty of embracing in my enumeration one half of the 'population of Campbelton, perhaps somewhat beyond the mark. But 'I have not included any of the others, though I think 4000 of the popu-'lation of Inverness might be also legitimately included, and perhaps '500 of the population of Cromarty. But we have to remember that in 'point of fact there are not a few parishes where Gaelic is still preached, 'and marked as such in the Almanac, where, *bona fide*, the language has 'ceased to prevail with the majority of the people. In this way I do not 'know if we should gain many thousands by claiming our native High-'landers in the towns, if our English-speaking friends were to make 'reprisals. Indeed, I rather apprehend we should suffer loss.'

No.	Parishes.	Population.	Presbyteries.	Population.
1	Applecross,	2544		
2	Gairloch,	5449		
3	Glenelg,	1843		
4	Glenshiel,	485	Lochcarron,	20,078
5	Kintail,	890		
6	Lochalsh,	2413		
7	Lochbroom,	4862		
8	Lochcarron,	1502		
9	Boleskine,	1743		
10	Kilmallie,	4272		
11	Kilmonivaig,	2276	Abertarff,	12,188
12	Laggan,	986		
13	Urquhart,	2911		
14	Bracadale,	1335		
15	Duirinish,	4775		
16	Kilmuir,	2846		
17	Portree,	3159	Skye,	20,315
18	Sleat,	2330		
19	Small Isles,	567		
20	Snizort,	2639		
21	Strath,	2664		
22	Barray,	1853		
23	Harris,	4183		
24	North Uist,	3959	Uist,	15,853
25	South Uist,	5358		
26	Barvas,	4609		
27	Lochs,	4901	Lewis,	21,056
28	Stornoway,	8668		
29	Uig,	2878		
30	Assynt,	3178		
31	Clyne,	1886		
32	Creich,	2521		
33	Dornoch,	2385		
34	Golspie,	1615	Dornoch,	17,227
35	Kildonan,	2132		
36	Lairg,	961		
37	Loth,	610		
38	Rogart,	1439		
39	Durness,	1109		
40	Edderachillis,	1641	Tongue,	6,930
41	Farr,	2103		
42	Tongue,	2077		
43	Halkirk,	2864		
44	Latheron,	8571	Caithness,	13,911
45	Reay,	2476		
46	Killearnan,	1494		
47	Kirkmichael,	1568	Chanonry,	5,547
48	Knockbain,	2485		
49	Alness,	1178		
50	Contin,	1509		
51	Dingwall,	2412		
52	Fodderty,	2247	Dingwall,	17,334
53	Kilmorack,	2852		
54	Kiltearn,	1634		
55	Urquhart,	3147		
56	Urray,	2355		
57	Edderton,	836		
58	Fearn,	2083		
59	Kilmuir East,	1295		
60	Kincardine,	1746		
61	Logie Easter,	932	Tain,	17,474
62	Nigg,	1253		
63	Rosskeen,	3766		
64	Tain,	3294		
65	Tarbert,	2269		
66	Abernethy,	1928		
67	Alvie,	833		
68	Cromdale,	3943	Abernethy,	12,176
69	Duthil,	1928		
70	Kingussie,	2033		
71	Kirkmichael,	1511		
72	Daviot,	1741		
73	Dores,	1506		
74	Kiltarlity,	2839	Inverness,	10,540
75	Kirkhill,	1757		
76	Moy,	1026		
77	Petty,	1671		
78	Ardclach,	1330		
79	Ardersier,	1239	Nairn,	5,645
80	Cawdor,	1203		
81	Croy,	1873		
82	Blair-Athol,	1659		
83	LittleDunkeld,	2104	Dunkeld,	6,818
84	Kirkmichael,	1224		
85	Moulin,	1831		
86	Dull,	2946		
87	Fortingall,	2181		
88	Kenmore,	1984	Weem,	11,914
89	Killin,	1520		
90	Logierait,	2592		
91	Weem,	692		
92	Comrie,	2226	Auchterarder,	2,226
93	Aberfoyle,	565		
94	Balquhidder,	746	Dunblane,	2,987
95	Callander,	1676		
96	Craignish,	618		
97	Glassary,	4473		
98	Inveraray,	1011		
99	Kilmartin,	949	Inveraray,	10,897
100	North Knapdale,	1327		
101	South Knapdale,	2519		
102	North Bute,	1140		
103	Dunoon, etc.,	5461		
104	Inverchaolain,	424		
105	Kilfinan,	1891		
106	Kilmodan,	433	Dunoon,	10,923
107	Lochgoilhead, etc.,	702		
108	Strachur,	872		
109	Campbeltown,	4074		
110	Gigha,	467		
111	Kilbride,	2441		
112	Kilcalmonell, etc.,	2312	Kintyre,	16,826
113	Killean,	1890		
114	Kilmory,	3151		
115	Saddell, etc.,	1277		
116	Southend,	1214		
117	Colonsay, etc.,	598		
118	Jura,	1052		
119	Killarrow,	3969	Islay and Jura,	12,011
120	Kilchoman,	3436		
121	Kildalton,	2956		
122	Ardchattan,	1381		
123	Glenorchy,	1807		
124	Kilbrandon,	1859		
125	Kilchrenan,	615		
126	Kilmore,	2962	Lorn,	13,248
127	Kilninver,	800		
128	Lismore,	3595		
129	Muckairn,	729		
130	Ardnamurchan	4700		
131	Kilfinichen,	2518		
132	Kilninian,	3433		
133	Morvern,	1226	Mull,	17,255
134	Torosay,	1380		
135	Tiree,	3998		
			TOTAL,	300,876

Education Commission (Scotland.)

REPORT ON THE STATE

OF

EDUCATION IN GLASGOW.

BY

JAMES GREIG, C.S., AND THOMAS HARVEY, M.A.,

ASSISTANT-COMMISSIONERS APPOINTED BY THE ROYAL COMMISSION ON EDUCATION IN SCOTLAND.

Presented to both Houses of Parliament by Command of Her Majesty.

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GLASGOW, *March* 20, 1866.

MY LORD DUKE, MY LORDS, AND GENTLEMEN,—

BY your instructions we went to Glasgow about the end of February 1865, to inquire into the state of schools and education. Since that time we have been engaged, with little interruption, in prosecuting the work you gave us to do. When we were first set down in the city, with the written instructions received from you, we felt ourselves at a loss where and how to begin, and almost in despair of laying before you any Report that should be worthy of the subject; for all the questions involved in your Commission rose one by one before us, and had somehow to be examined and answered. Our first want was a list of all the schools in Glasgow. To procure this was a labour that seemed likely to occupy weeks and months, and when it was done our inquiries would, after all, be only begun. It so happened, however, that the Lord Provost of Glasgow, in anticipation of being called on by you to give statistics showing the state of elementary education, had procured a list of day-schools within the bounds of the city; and this was placed at our disposal, and formed the basis of our operations. Indeed, without the Lord Provost's list of schools to guide us, we should have groped our way in darkness and uncertainty, and we cannot too strongly acknowledge our indebtedness for the light and help it gave us. Thus armed, as it were, we entered upon our work more hopefully than we had anticipated, and are prepared, to the best of our ability, to lay before you the result of our inquiries. In doing so, at the risk of being tedious, we will take the ten registration districts into which Glasgow is divided as our guide, and describe each of them in its order. Our first intention, indeed, was to prosecute our inquiries by parishes, rather than by districts, but we found so many difficulties in the way that we soon abandoned the design. The registration districts have simple and definite

boundaries. Those of the parishes are arbitrary and confusing. The census returns of 1861 have almost exclusive reference to the districts; and we should have been obliged to pick out the component parts of the separate parishes from districts not only distinct but often remote from one another. Thus, the Barony parish is found in the west, the east, the north, and the centre of Glasgow —in five out of the ten registration districts. St. George's, in like manner, composes part of the Central, Clyde, Milton, and Anderston districts. Govan parish has 38,000 in Tradeston, 33,000 in Hutchesontown, and 7 souls in Anderston. Only St. Paul's, St. David's, the College, St. Andrew's, St. Enoch's, Gorbals, and the Tron, are wholly situated in one, and no more than one, of the registration districts. Our own experience, then, no less than the advice of the best authorities in Glasgow, led us to subordinate the division by parishes to that of districts. At the same time, the former division, namely, by parishes, is too important, and with too much bearing on the subject of your inquiries, to be entirely overlooked; and we will therefore in our Report set it before you when we can conveniently do so, and more fully in the tabulated forms that have been filled up under our care.

The notice of each district is accompanied by two tables, containing a certain amount of statistical information intended to illustrate our remarks.

A map of Glasgow has also been prepared under our direction, in which the schools are distinguished according to district, locality, and class, and which, besides indicating their distribution, will we trust prove useful in assisting those to whom may be assigned the duty of arranging and grouping schools, when a system more commensurate with the necessities of the case shall have been adopted.

PART I.

I.—CENTRAL DISTRICT.

Population in 1861.	Number of Children from 3 to 15.	No. on Roll. Day.	Proportion to Population.	No. in Attendance. Day.	Proportion to Population.	No. for whom Accommodation provided.
49,678	12,145	6990	One in 7·1	5954	One in 8·3	7811

No. on Evening Roll.		No. in Evening Attendance.	School Roll of all ages.	School Attendance of all ages.
Under 15.	Above 15.			
486	857	996	8333	6950

Schools receiving Parliamentary Grants, Endowment, or Bequest Aid.

ST. PAUL'S PARISH.

St. Paul's Lower School,	Parliamentary Grants and Bell Bequest.
Do. Female Parochial do.	Parliamentary Grant.
Balfour School,	Do.
Do. Female do.,	Do.
Dean Street Mission do.,	Ferguson Bequest.
Highland Society School,	Parliamentary Grant.
Wilson's Endowed do.,	Endowment.
Gardiner's School,	Endowment.

INNER HIGH PARISH.

St. Mungo's Roman Catholic Parochial School—boys,	Parliamentary Grant.
Freeland Sessional School,	Do.

BARONY PARISH.

Martyr's Sessional School,	Parliamentary Grant.
Port Dundas do. do.,	Do.
Deaf and Dumb Institution,	Parliamentary Grant, Endowment, and Bequest aid.
St. Mungo's Roman Catholic Parochial School—girls,	Parliamentary Grant.

ST. DAVID'S PARISH.

St. David's Sessional School,	Parliamentary Grant and Endowment.
Free St. David's School of Industry,	Ferguson Bequest.

Maclachlan Free School, ...	Endowment.
Glen's do. . . .	Do.
Millar's do. . . .	Do.
Gardner's do. . . .	Do.
Trade's School, ...	Do.

This district comprises an area of 373 acres. Its population in 1861 was 49,678; being an increase over the census of 1851 of 8689. The children between three and fifteen were 12,145, and the scholars of all ages, by the unpublished census returns, were 6773. Our returns give 6990 children on the roll of the day-schools, with an attendance of 5954, or one in 8·3 of the population. The evening roll and attendance of scholars of all ages are 1343 and 996. Of these, 857 are above fifteen. The name of the district indicates its position in the very heart of Glasgow. Its eastern boundary is the High Street. Here, and in the adjacent wynds and closes, there is a very miserable and degraded population. The men are mostly day-labourers, and very few of the skilled workmen or mechanics of Glasgow reside in this quarter of the city. The schools are set down in wretched localities, and although crowded with children, many more, we venture to say, of school age, are running about the streets, or playing in the closes, and even on the pavements and in the gutters, than are at school; others are employed as tobacco-boys and sweeps, while a third class are kept at home, from necessary causes, or from the apathy of their parents. It is in this quarter of the district, and still further east across its borders, in the High Church district, that we find most of the mission schools planted. As we go westward, the features of the district improve. It is occupied in its centre by a population on the whole thriving and well to do. The schools increase in number and quality till we come to the Burgh or High School of Glasgow, and ultimately the borders of the Blythswood quarter. Yet between the High School and Blythswood, and within a stone-cast of the former, are back-lanes full of filth and poverty, where the schoolmaster has not penetrated. The southern line of the district is the Trongate. Here we have a population not much better than that of the eastern line, but as we advance northward it changes its character. Very high wages are earned in the public works in the north. Still the people are poor and improvident. While times are good, as at present, men can earn from £1 to £3 a week at the iron-works, foundries, potteries, glass and bottle works, chemical works, grain mills and stores, and children in some of these employments, and in printing and book-binding works, add from 2s. to 5s. a week to the wages of the family. Such is a general description of the district. It is divided among five parishes—St. Paul's (with 15,065), part of the Inner High (with 8,712), St. David's (with 11,325), part of St. George's (with 901), and part of the Barony (with 13,675). The two first occupy the east and south, St. David's the centre, St. George's the west, and the Barony the north of the district.

The schools are thus distributed,—St. Paul's has 14, with a roll of 3022, and an attendance of 2558, or nearly 1 in 6 of the population; viz.:—

	Roll.	Attendance.
1 Ragged or Industrial School,	223	220
4 Sessional Schools,	455	399
3 Mission,	638	374
3 Charity,	929	841
1 Public (the Burgh School),	660	625
2 Private Adventure Schools,	117	99

The Inner High has 6 schools, with a roll of 882, and an attendance of 702, or 1 in 12 of the population; viz.:—

	Roll.	Attendance.
2 Sessional Schools,	230	195
2 Roman Catholic,	457	333
1 Mission School,	165	144
1 Private Adventure,	30	30

St. David's has 14 schools, with a roll of 1740, and an attendance of 1591, or 1 in 7 of the population:—

	Roll.	Attendance.
1 Sessional School,	419	381
2 Free Church Mission Schools,	225	197
4 Charity Schools,	395	376
2 Public Institutions,	325	313
5 Private Adventure Schools,	376	324

The Barony has 6 schools, with a roll of 1346, and an attendance of 1103, or 1 in 12 of the population:—

	Roll.	Attendance.
2 Sessional Schools,	843	659
1 Roman Catholic School,	225	178
1 Poor-house School,	92	92
1 House of Refuge School (female reformatory),	92	80
1 Deaf and Dumb Institution,	94	94

St. George's Parish has no schools; but its small population is accommodated in the other parts of the district. In all there are 40 schools—which we have to look at under 8 classes:—

		Roll.	Attendance.
1. Sessional Schools,	9 in number,	1947	1634
2. Mission Schools,	6 „	1028	715
3. Roman Catholic Schools,	3 „	682	511
4. Institutions,	3 „	419	407
5. Charity Schools,	7 „	1324	1217
6. Pauper, Ragged, and Reformatory Schools,	3 „	407	392
7. Private Adventure,	8 „	523	453
8. The Burgh School,	1 „	660	625

1. *Sessional Schools.*—As this is our first notice of these schools, a few words may not be out of place here explanatory of their general character. They are connected with the Church of Scotland and Free Church, and, in fact, a sessional school in town corresponds in the main to a parish school in the country. The sessional school is so called because it is under the management of the minister and kirk-session, who appoint the master, and control and regulate the arrangements of the school. With the growth of Glasgow the sessional schools also have increased. They have not, indeed, increased sufficiently for the educational wants of the parishes; but still in a way most creditable to the zeal of the ministers and sessions. By his agreement the master may be dismissed on

three months' notice; but, in effect, when once appointed he remains in his situation with not much chance of dismissal. It would require either a grave offence on his part, or a serious misunderstanding between him and his managers, to cause his removal. He is left very much at liberty to direct his school according to his own mind. He is rarely interfered with. He appoints his own pupil-teachers and assistants. He fixes the rate of fees, (subject even in this to very little cavil or supervision). He has his school in most cases rent-free; and the expenses of coal, gas, feu-duty, rent, etc., are defrayed by the session. He is legally, no doubt, the *employé* of the session; but, as a rule, his position is a manly and independent one, and he is not unduly interfered with by his managers. It is very seldom that he is paid by a fixed salary out of the general school funds arising from voluntary subscriptions, Privy Council grants, fees, and all other sources; but his income depends largely on his own exertions and success. He is allowed to make what he can. You will find sessional schoolmasters, therefore, in Glasgow, with an income that we could wish more common—£200, £300, and £400 a year. Nearly all the sessional schools are under Government inspection. They are also subject yearly to the visits and examinations of the Presbytery. In many cases these are rather formal than real; but they are duly maintained as a right, as a wholesome check, should need arise for interference, and to show the interest that the clergymen take in the education of the young. A sessional school has the usual equipment of all schools aided by Government. It must satisfy the Privy Council requirements as to accommodation, voluntary subscription in proportion to its grants, and other matters. It has the usual staff of assistants and pupil-teachers, and its arrangements are, in a word, those with which you are familiar in good schools. There is no fixed rule for the division of classes or ages beyond that imposed by the Old and Revised Codes. All this depends on the individual judgment of the master, whose spirit must pervade the whole school in order to its success; and on whose inherent or acquired aptitude for systematizing and teaching everything depends. A good and well-filled sessional school is generally, if space permit, divided into three departments—initiatory, juvenile, and senior. There is no such thing in Glasgow, among the sessional schools, as an infant department, properly so called; and we found great dislike on the part of the masters to the idea of its introduction as a branch of the general elementary school. The terms initiatory, juvenile, and senior, sufficiently explain themselves. The subjects taught are the usual subjects in elementary schools. Besides the Bible and the Shorter Catechism (with a conscience clause for all who object to this religious teaching), reading, writing, and arithmetic are the staple; but few good sessional schoolmasters rest content with these. They aim at something higher, and you generally find a class for Latin, a few children learning French, and a tendency, at least, to encourage a taste for more than is required by the Revised Code. The children who attend the sessional schools belong to different classes. There is a greater tendency now-a-days than there once was to a separa

tion of ranks, and the private schools (even those that have no claim but higher fees) are reckoned more 'genteel' than others. But sessional schools are still far from being on the same footing in this respect as the national schools in England—places of education that are expressly meant to be elementary, and by enactment intended only for the 'independent poor.' This, at all events, is not their theory, nor the wish of the masters, whose ambition (whether rightly or wrongly) is to have their schools both elementary and intermediate—*i. e.*, preparatory for a burgh school or a university. The fees are moderate, from 2d. to 6d. a week, or from 2s. to 6s. a quarter. In many of them the session arrange with the masters that a certain number of children shall be educated free. Such is a general description of these schools. The sessional schools in the Central district are very good and very bad of their kind. They have all here to be on their mettle from the competition of the free schools round about them, some of which, on their merits, and apart from their being free schools, are formidable rivals. The sessional schools in the north and centre of the district stand out with an easy superiority above most of them. There are none better in Glasgow. They quite come up to the model parish schools; and were we to select six or seven of the best sessional schools in Glasgow we should take two of the number probably from the Central district. The accommodation of the good schools is excellent; the fees are moderate—3d. to 6d. a week, paid quarterly. The children attending the schools represent the well-to-do classes of the district, shopkeepers, highly paid operatives, etc. The attendance is much more regular than in schools where the payments are made weekly, and there is a fair proportion of children above twelve. Thus, in one school, with a roll of 419, there was an attendance of 381, and of these 83 were above twelve. All the sessional schools, however, in the district are not so good. The first we visited led us to expect very poor things of them all. It was situated in a wynd; and though aided by Privy Council grants, and an endowment, and under Government inspection, it was probably the worst school in the district. The children on the roll were 100, the attendance 60. Everything seemed to be out of joint. The master received us with very little cordiality, and let us know we could not have come on a more inopportune day. The boys and girls not actually engaged in 'saying lessons' seemed to do very much as they pleased. The writing was not good. None of the children were in a higher standard than Number IV. The Shorter Catechism was professedly taught as far as the tenth question, but without intelligence. The master complained of everything—the wynd, the mission and charity schools, the carelessness of parents, the irregular attendance, the want of preparation at home, the tenure of his office, the Revised Code. Of the last he said, most probably with some truth, that, on the score of irregular attendance alone, he could not possibly satisfy its requirements. The school fees were 2d. to 3d. a week.

2. *The Mission Schools.*—Under this head we include all schools connected with churches, other than the Church of Scotland, that

depend on voluntary contributions and school-pence. They belong mostly to the United Presbyterian Church. They are often aided by grants from a special fund,—the Ferguson Bequest. Two of the five in this district are so aided. It is their characteristic that they rather seek out than avoid the poorest localities,—their object being to afford the means of education at the very lowest rate to children who might otherwise be entirely destitute. The school fees are mostly 1d. or 2d. a week, paid weekly, but many children are taught gratuitously. The annexed table shows how their income is derived, and gives a bird's-eye view of their position in some other respects:—

No.	Subscription.	Fees.	Other Sources.	Roll.	Attendance.	Accommodation Room.	
1	£111 16 0	£46 8 6	...	434	220	300	Master, £80; Mistress, £30; Male Assistant, £20. The rest expended in School-rent, etc.
2	65 0 0	60 0 0	Ferg.Beq., £15.	204	154	150	Master, £95.; Female Assistant, £20. The rest expended in School rent, etc.
3	25 0 0	24 0 0	...	45	41	80	Female teacher, £49; besides a free house.
4	...	65 0 0	£15 0 0	180	156	100	Female teacher, £40; three female Assistants, £15, £10, £5. The rest expended in rent, etc.
5	...	70 0 0	...	165	144	about 80	Master, £70. School rent paid in addition. Accommodation given as about 80,—not fit for so many.

With one exception, we found these schools doing useful work. The exception was, however, scarcely a mission school, properly so called. Except a guarantee of salary to its master, it was, in reality, private adventure. It was a nursery, as the master told us, for the charity schools round about. These require a certificate of six months' attendance at some other place before they admit children to their benefits. The fees here were 1d. a week. The accommodation was so inadequate that the senior division had to be turned to the street while the younger half of the scholars were being taught. The master had no special recommendation, but a kindly manner, of which his charges took sufficient advantage. All the others were doing as well as their circumstances allowed. Their managers (the minister and school committee of the different churches with which they were connected) took an interest in them. Not unfrequently they visited the schools in rotation, each member having charge for a month. The teachers and assistants were eleven in number. Three of them had been trained in Normal

schools; the rest had adopted the profession of teaching only for a season. Most of them would not object to Government aid and inspection. The children were of the poorer classes, though the teachers assured us there was a poorer still,—the children of vicious or improvident parents, who were at no school, and whom no inducement, short of compulsion, could bring to school. The teaching was good. It was less systematic than in inspected schools, and, in some cases, haphazard and desultory. The progress (all things considered) was satisfactory. The subjects taught were reading, writing, and arithmetic; and besides these, the Bible and the Shorter Catechism,—Roman Catholics and others who object, being exempted from the religious teaching. The great majority of the children were under eleven years of age, and the offer of wages, we were told, was always sufficient to tempt them away from school. The week before our visit to one of the schools, children as young as eight, nine, and ten had gone to work at tobacco manufactories. Some of them came to the evening-school, where they did little good, and unless circumstances threw them out of employment (in which case they would come back to the day-school), their education might be reckoned at an end. The attendance was very irregular. The accommodation was not good in these mission schools. In one room we found 110 children from five to ten years of age. There was not space for half the number. It was close and ill-ventilated, and bad smells seemed to rise from the walls and floor. The teacher, who had just recovered from fever, told us that the parents often objected to the accommodation.

3. The *private adventure schools* are for the middle and upper classes of the district. They call for no special remark. The free schools have swallowed up nearly all others. The fees are much higher than in the ordinary schools. The teaching in them is very varied. Half of them are girls' schools, one a classical academy, with 36 boys, and the others are mixed schools.

4. *Public Schools, and Schools connected with Institutions.*—Two of these, in so far as they are day-schools, are like good ordinary schools; one of the others is a deaf and dumb institution; and the fourth is the burgh school of Glasgow, which demands a special section for itself, apart from the district in which it happens to be situated. We have not included in our list the Andersonian University. It consists of two parts,—a school, with teachers of eminence, and a college, with lecturers and professors. As a school, it has advanced classes for boys and young men for the ordinary branches of a high education, including book-keeping, mathematics, Latin, French, and Spanish. Each class is independent of its neighbours, and it is impossible to assign an accurate number for the attendance at the school. The great majority are at other schools, where they have already been reckoned. Whilst, therefore, our returns from the school authorities gave 57 at writing, 140 at Mathematics, 47 at French, 19 at Spanish, and 140 at Latin and Hebrew, it may be questioned if twenty of these are receiving their education at this institution alone. As a college, it would be absurd to class the Andersonian among schools at all. The day

and evening lectures on Chemistry, Medicine, Botany, Law, etc. are attended by large numbers. More than 2000 tickets in all departments have been sold in the course of a single year. The chairs in the 'Andersonian' are reckoned prizes by men of eminence; and although not recognised as a university, nor possessing any endowment beyond £300 or £400 a year, it is not unworthy to be named in the same category with the Universities in Scotland.

The Roman Catholic schools, the Charity schools, the Ragged and Reformatory schools, we also separate from any particular district, and consider each class by itself.

II.—HIGH CHURCH DISTRICT.

Population in 1861.	Number of Children from 3 to 15.	No. on Roll. Day.	Proportion to Population.	No. in Attendance. Day.	Proportion to Population.	No. for whom Accommodation provided.
48,119	12,427	4918	One in 9·8	4329.	One in 11·1	5095

No. on Evening Roll.		No. in Evening Attendance.	School Roll of all ages.	School Attendance of all ages.
Under 15.	Above 15.			
364	401	580	5683	4909

Schools receiving Parliamentary Grants, Endowment, or Bequest Aid.

1. SCHOOLS CONNECTED WITH CHURCHES.

(1.) *Sessional Schools aided by Government.*

St. John's Macfarlane St. School,	Parliamentary Grant.
Free St. John's School—Boys,	Do.
Do. do. Girls,	Do. and Ferguson Bequest.
St. John's Annfield School,	Parliamentary Grant.
Wellpark Free Church School,	Do.
Parkhead Sessional School—Boys,	Do.
Do. do. Girls,	Do.
College Sessional School,	Do. and Bell Bequest.
Bluevale Sessional School—Boys,	Do.
Do do. Girls,	Do.
Cathedral do. Girls,	Do. and Endowment.

(2.) *All Others.*

Cathedral Sessional School—Boys,	Bell Bequest.
Wardlaw Memorial Mission School,	Ferguson do.
Regent Place Church do.	Do.

East Campbell St. U.P. Church Mission School, . . . Ferguson Bequest.
New Vennel Society Mission School, Do.

2. FREE SCHOOL.

Alexander's Charity, . . . Endowment.

3. ENDOWED SCHOOLS.

Tennant's School (Garngad Road), . Parliamentary Grant and Endowment.
Murdoch's do. (Blackfriar St.) . Endowment.

The High Church district comprises an area of 1175 acres, and its population in 1861 was 48,119, being an increase of 8816 on the census of 1851. The children between three and fifteen were 12,427, and the numbers of all ages at school, by the unpublished census returns, were 5779. By our returns, the children on the roll are 4918, and in attendance 4329, or one in 11 of the population. The district lies round about the Cathedral, and is divided among the following parishes,—the Barony (7307), Blackfriars, or the College (10,575), the Inner High, or Cathedral (6593), Springburn (7692), St. James's (2533), St. John's (12,950), inclusive of 469 in the infantry barracks. The western boundary of the district is the High Street; its southern, the Gallowgate; its northern, Springburn; and its eastern extends beyond the villages of Camlackie and Parkhead. In the west and south there is a very dense and poor population. To those who know Glasgow it is sufficient to name 'The Havannah,' the old and new 'Vennels' (in the immediate neighbourhood of the College), the closes off the High Street and Gallowgate, Dove Hill, and the Molendinar Burn. The last mentioned we encountered more than once in our visits to the schools,—sometimes open, sometimes covered; but wherever it passed we found poverty, and were told of fever. The city improvements in Glasgow threaten to sweep these places away, or to remove them out of sight. In this district also we find the Infirmary, the College, the Necropolis, the Barracks, the North Prison, and the Cathedral. Its northern and eastern quarters cover a large extent of ground, crowded with public works of every description, and affording the means of life to thousands in and about the city. We spare you the complete list of these works, which we have in our hands. Amongst them are ten or a dozen of cotton, silk, and flax mills, as many foundries, iron and engine works, vast chemical works, potteries, glass and bottle works, tanneries, and grain-mills, bleachworks, publishing, and printing establishments. In most of these there are no children, but they are to be found in one flax-mill (with about 40 'half-time' children), in bookbinding and printing works, in foundries and glass-works, and wherever the Factory Act is not in operation. The schools are thus distributed amongst the parishes:—

	Roll.	Attendance.
The Barony—5 Sessional Schools, . .	756	683

Four of these are connected with the Church of Scotland and one with the Free Church. The latter is a mixed school. Of the others, two are for boys and two for girls.

	Roll.	Attendance.
The College—1 Sessional School,	181	170
5 Mission Schools,	764	625
1 Endowed School,	80	80
1 Charity School,	480	425
1 Adventure School,	16	16
	1521	1316
The Inner High and Springburn—		
2 Sessional,	228	228
1 Undenominational,	505	413
1 Private Adventure (connected partly with a flax-mill),	200	160
1 Reformatory for boys,	300	300
	1233	1101
St. John's and St. James's—4 Sessional Schools, Two of these are connected with the Church of Scotland, two with the Free Church.	1027	879
4 Private Adventure Schools,	321	290
1 Barrack School,	60	60
	1408	1229

Separating these schools into groups, we have 12 sessional schools, with a roll of 2192 and an attendance of 1960; one undenominational, with a roll of 505 and an attendance of 413; five mission schools, with a roll of 764 and an attendance of 625; six private adventure schools, with a roll of 537 and an attendance of 466; and 4 miscellaneous, with a roll of 920 and an attendance of 865: in all, a roll of 4918 and an attendance of 4329. The census returns, we have said, gave the scholars of all ages as 5779. Once for all, we may explain the discrepancy between those numbers and ours. Our returns are of *bona fide* day scholars,—the roll and the attendance being, in most instances, carefully distinguished. The census returns partake somewhat of a fancy character. They were not gathered from personal inspection of schools, but the agents employed, as they passed from house to house, marked down as scholars all the children or young people whom their parents put under that heading. In the list therefore would be put, no doubt, those attending day or evening schools, probably those at Sunday schools. A younger brother or sister, getting an occasional lesson at home from an older one, perhaps at school, would be put, for convenience' sake, in the same category; and it is not uncharitable to suppose that, in the parents' desire to account for their children in some way or other, the loophole suggested by the vague and general term 'scholars' would be taken advantage of. As a special explanation of the discrepancy in this district, it is to be borne in mind that the College lies here, and that many of the students lodge in the neighbourhood. In making up the census returns of scholars of all ages, no distinction was made between those attending schools and those taught at a university or at home. For these reasons, but mainly from the ambi-

guity of the term employed by the agents for the census, and from the *onus* being thrown on each householder of returning correctly the occupation of the inmates in his house, the census returns indicate a better state of things than our experience confirmed. In the Appendix will be found a copy of the instructions given by the census authorities to their agents.

1. *Sessional Schools.*—All of these, with one exception, are under Government inspection. It is markedly inferior to the rest. Among the others there are the usual degrees of excellence, according to the personal character and efficiency of the masters themselves. But, apart from this, there were two things that struck us forcibly here as affecting the quality of the education. Where there was the largest infusion of children taught gratuitously, and where the accommodation was bad, the schools were least satisfactory.

2. There is only one *undenominational school* in the district. There is none better as regards either accommodation or teaching. It is under Government inspection. In every respect, except its want of connexion with a church, it is exactly a sessional school. It teaches the same branches, including the Bible and Shorter Catechism. Its fees are a little higher than the average fees of the ordinary schools, and the children attending it are those of the independent working classes. We owe to the master of this school the information collected about the educational condition of the northern part of the district. It will be found in our general remarks on the High Church.

3. The *mission schools* (existing mainly in the College parish) provide for many children who would be otherwise left entirely destitute. Without exception, they are set down in the meanest localities. They are liable to the same objections, and labour under the same disadvantages as other mission schools,—an inadequate staff of masters, insufficient pay, and bad school accommodation. We illustrate some of these evils by a quotation from our journal, descriptive of one of the mission schools in this locality:—'Visited school in 'Black Boy Close, Gallowgate. It is attended by between 100 'and 120 children. The master has the assistance of a female 'teacher. The fees are paid weekly, and 40 children are sent by 'the congregational missionary to be taught gratis. About 20 belong 'to Roman Catholic parents. Between 30 and 40 per cent. are in-'variably absent: and this irregularity of attendance the master 'ascribes to so much of the instruction being gratuitous. There are 'one principal and two subsidiary class-rooms, capable of accommo-'dating about 120 children; but they are utterly unfit for the pur-'poses of a school. The neighbourhood is unhealthy; the place is 'surrounded with houses of bad fame, the inmates of which may be 'heard at all hours uttering imprecations and using abominable lan-'guage; the school is approached by a dirty common stair: and the 'apartments are dark, close, and repulsive. So ill-devised is the 'building, that a large number of the children has to be penned in 'one of the apartments, under the charge of one of the best-behaved 'and biggest to keep them quiet, for teaching there is none; and

'their places are by and by occupied by another relay, which, in its 'turn, undergoes the same ordeal. Even were the accommodation 'better, it would be impossible for any man, with the assistance ren- 'dered in this case, to take charge of 100 or 120 *such* children. 'Even in an economical point of view the policy is bad; for the con- 'gregation, by starving the undertaking, risks the entire results. The 'master seems an excellent, painstaking man, and was struggling 'manfully against his disadvantages—but no one can do more than 'he may.'

The *private schools* are mostly for the upper classes; there is, however, one exception: it is that in which we found above 40 'half-time' children from a neighbouring flax-mill. This, and one, or at most two other mills in Glasgow were the only mills that we found employing such children, for whose education under the Factory Act the employers were to some extent responsible. We were anxious to see and examine them. In company with the sub-inspector of factories, and by the permission of the manager of the flax-mill in question, we did so. The half-time children—about a fifth of the whole number in the school—were sent for to the mill along with the teacher of the school. The appearance the 'half-timers' made in an educational point of view was miserable. It was quite clear that they had never been at school till their services were required in the mill, and then only because the law made it compulsory. Not one of those we examined could read intelligently. At the best, they could but stumble over monosyllables in an elementary book; and we clearly foresaw that, as soon as they were legally emancipated from school bondage, they would throw aside their primers, and forget the little they had learnt.

Of the *miscellaneous schools*, the most notable is Alexander's charity. Although the class of schools to which it belongs is treated under a special head, it occupies so important a place in the district that it deserves a separate notice. It is an admirable school, well equipped, with sufficient school accommodation of a superior kind. Its only drawback is its proximity to the open Molendinar Burn. As may be imagined, it proves a formidable antagonist to private adventure schools for the poorest classes, and to mission schools. Since it came into existence some of both kinds have been swallowed up by it, and the others more or less serve as its feeders or nurseries. In this state of things some of the teachers were inclined to acquiesce, and even to approve of it. Others felt the rivalry of the free school sorely. As in the other free schools in Glasgow, one of its bylaws enacts that a preference shall be given to children who are able to read the New Testament. This throws the drudgery of teaching the very elements on other schools in the neighbourhood; but it also forces parents to send their children to school before they are seven, otherwise they would be kept at home without any education till of age to take advantage of the charity. As in other schools, Macraes, Macfarlanes, Gardners, etc., so here, Alexanders and Andersons have the preference. Of these names we found 90 out of the whole number of 500. Next to them a preference is given

to children who have for three years previously to admission been resident in High Church, St. John's, or Blackfriars' parishes. Failing these, the governors, who are some of the City Magistrates, and the ministers of the three parishes more immediately interested in the charity, may select any poor children. They have not as yet had to go beyond the bounds of the three parishes, nor in the parishes themselves have they gone to the very lowest and most necessitous classes. The head-master, if he has a choice of candidates, naturally prefers those who present the most respectable appearance. The city Arabs, as they are called, will not readily get any of the directors or missionaries to back their application. The Roman Catholics are practically excluded, though not by special enactment; and their priests make no effort to have children of their faith admitted. The children enjoy the benefits of the school till their education is completed. It consists of the usual branches. The girls are also taught sewing, knitting, and dressmaking. Once, at least, the children have received shoes and stockings at Christmas time; but the funds are mainly spent on education. The following list fairly represents the classes that take advantage of the school:—

No.	Occupation.	Family.	Wages.	Remarks.
1	Father, painter.	4 children.	20s.	Grandmother to support.
2	„ tinsmith.	5 „	23s.	One child a cripple.
3	„ dead. Mother, charwoman.	2 „	6s.	Grandmother to assist.
4	Father, out of work. Mother, sempstress.	2 „	4s. 6d.	The eldest boy (12 years old), earns 4s. in addition.
5	Father, carter.	4 „	12s.	
6	„ labourer.	3 „	16s.	
7	„ dead. Mother, sells milk.	4 „	7s.	The elder children earn 10s.
8	Father, shoemaker.	3 „	12s.	
9	„ clothlapper.	4 „	15s.	
10	„ labourer.	4 „	12s.	
11	„ hairdresser.	3 „	12s.	
12	„ labourer.	1 „	14s.	
13	„ dead. Mother, sells milk.	4 „	6s. or 7s.	
14	Father, dead. Mother, sells milk.	2 „	10s.	
15	Father, printer.	3 „	16s.	
16	„ ostler.	2 „	10s.	One child, so called, is 22 years old.
17	„ calenderer.	6 „	16s.	
18	„ joiner.	3 „	24s.	One child imbecile.
19	„ painter.	5 „	14s.	
20	„ tailor.	4 „	14s.	One child, so called, is 17 years old.

While not the very poorest, the parents, it will be seen, are mostly in such circumstances that free education for one or more of their children is a great boon. Nor, indeed, were we surprised that many people able to pay the school-pence, though it might be with an effort, should yet get their children into this and other free schools. Were it nothing else, a regard to their children's health would attract parents to them in preference to schools whose ac-

commodation is bad and whose arrangements are uncomfortable. Whatever the reason, this, and other free schools like it, are appreciated by a large class not of the poorest sort, and no one apparently, teacher or taught, parent or manager, feels it wrong to accept or offer a free education. Those who do object are the private adventure and mission schools, on the one hand, and some of the sessional schools, on the other. The income of this charity is £1300 a year, and will ultimately be £1800. The number of children will then be increased to 800.

The school in the infantry barracks we found attended by about 60 children belonging to soldiers of the 59th regiment. They were clean, tidy, and well-behaved; but the schoolrooms were but indifferently adapted to the purpose. The master, who is certificated, accompanies the regiment. He is assisted by a number of soldiers. The infant class, some of the children at which are not above three years old, is taught by his wife, who is also certificated, assisted by a female monitor. In the ordinary classes, in which reading, spelling, writing, and arithmetic are taught, the progress made was most gratifying. In grammatical exercises, the intelligence and eagerness altogether exceeded expectation; and in a difficult exercise in compound division, requiring in its solution a knowledge of fractions, given to the senior class, the acquaintance shown with the principles of arithmetic was very pleasing. The fees are 2d. a month. The teacher is a man with his heart in his work, and although the books prescribed for his use may not be the best, his pupils did him great credit. His school for soldiers we have referred to at some length, when considering the question of an education test. His evening-school is also an establishment of much interest and promise.

The only other miscellaneous schools, the Reformatory for Boys, and Murdoch's endowed school, will be noticed under their separate heads.

As in other districts, so here, we were struck with the youth of the children at all the different schools. In the mission schools we found only 33 out of 764 above eleven. In the sessional schools we found only 159 out of 2192 above twelve. In all the schools, 38 boys were learning Latin, but of these 16 were at a private school. In several, however, of the sessional schools, the higher parts of arithmetic, and even the elements of mathematics, were well taught. The fees in the district are low. In the mission schools the average is a penny a week, paid weekly, but a sixth part of the whole number on their rolls is free. In the sessional schools the average is 2d. to 4d. a week, paid monthly, for the most part, and in some cases quarterly. On the whole, we were not favourably impressed with the district. Those at school were well taught. But with our own eyes we could see that very many children of school age were wholly neglected, and the information on this head collected by one of the schoolmasters, with the aid of a city missionary, confirmed our own fears. A personal visitation was made of a locality in the north-east of the district, where the people represented a fair average in point of means and position. Every street, every

land or block of houses, and every house were visited. The result was as follows:—Out of 244 families in one street, there were 183 children between five and thirteen. Of these, 57 were at school, 10 at work, and 116 neither at school nor work (36 on the plea of poverty). In another street, with 108 families, there were 123 children between five and thirteen. Of these, 65 were at school, 11 at work, and 47 (of whom one pleaded poverty) neither at school nor work.

III.—BRIDGETON DISTRICT.

Population in 1861.	Number of Children from 3 to 15.	No. on Roll. Day.	Proportion to Population.	No. in Attendance. Day.	Proportion to Population.	No. for whom Accommodation provided.
45,485	12,496	3693	One in 12·3	3136	One in 14·5	3486

No. on Evening Roll.		No. in Evening Attendance.	Total enrolled Day and Evening under 15.	School Roll of all ages.	School Attendance of all ages.
Under 15.	Above 15.				
606	890	1056	4120	5189	4192

Schools receiving Parliamentary Grants, Endowment, or Bequest Aid.

SESSIONAL SCHOOLS.

Bridgeton Sessional School, . . Parliamentary Grant.
Do. F.C. School, . . Do.
St. John's David Street School, . Do.

SUBSCRIPTION SCHOOL.

Bridgeton Public School, . . Parliamentary Grant and Bequest aid.

EPISCOPALIAN SCHOOL.

Scotch Episcopal School (Brook Street), Parliamentary Grant.

ROMAN CATHOLIC SCHOOLS.

St. Mary's Boys' School, . . Parliamentary Grant.
Do. Girls' do., . . . Do.

REFORMATORY OR INDUSTRIAL SCHOOL.

Abercromby Street Industrial School (R.C.), Parliamentary Grant.

CHARITABLE INSTITUTION.

Buchanan's Industrial Institution, . Endowment.

Bridgeton is bounded on the north by the Gallowgate; on the west by Abercromby Street, with its continuations to the Green and the Clyde; on the south by the Clyde; and on the east by the Parliamentary boundary. It contains 971 acres, with a population, at

last census, of 45,485, being an increase of 10,704 over the census of 1851. By the census of 1861, the children between three and fifteen were 12,496; and the numbers of all ages at school, according to the unpublished returns of that census, were 5045. By our returns, the children in attendance were 3136. This gives 1 in 14 of the whole population; and 1 in 4 of the children of school age. Bridgeton, and the adjoining district of Calton, lie to the extreme east of the city; and are the great seats of the power-loom, cloth, and cotton-spinning factories. There are also extensive printfields and engineering works; iron-founders, gas-fitters, gutta-percha makers, carpet-manufacturers, etc., abound. The districts constitute one enormous hive of industry, employing vast numbers of men, women, and children, and the capital involved must be something immense. The population mainly consists of factory operatives and their families, and persons engaged in those trades which minister to their wants.

Frequent reference has been made to this district, and the adjoining district of Calton, in our remarks on the Factory Acts, and the educational arrangements under these Acts.

Sessional Schools.

There are three large sessional schools in Bridgeton, all of them receiving Parliamentary aid. When visited, the aggregate attendance at these schools was 872. A large proportion of the pupils are the children of operatives and small shopkeepers in the district. Although these schools differ from each other in the progress and attainments of the scholars and in the discipline and management of the schools themselves, the difference is incidental and temporary, and may be traced to the individual characters and constitutional tendencies of the teachers and their assistants, not to any marked peculiarity in the institutions. This remark may be modified in one respect in the case of St. John's David Street sessional school, which, from its programme including elocution, dancing, music, etc., enjoys the patronage of a better class of inhabitants, but whose benches, at the same time, are frequented by such children as are met with in the other schools. It would serve no good or useful purpose, then, to describe wherein certain of these schools excel, because, as we have said, the excellence does not consist so much in different methods of teaching as in the temperament and character of the individual teachers, and in their occupying somewhat different platforms.

Excepting those rather ornamental than useful branches of education taught in one of the schools, to which reference has been made, the teaching is wholly of an elementary kind. Reading, spelling, writing, arithmetic, grammar, and geography formed the staple supply, and, considering the class of children chiefly frequenting these schools, it would have been out of place to expect much beyond an elementary education carried out only to a very elementary extent. On the whole, the teaching was good, the staff sufficient and efficient, and the progress satisfactory. Many of the

better sort of children go to schools beyond the district,—such as to St. James's,—the master of which was formerly at the head of Bridgeton sessional school. The great evils of which the masters here (as elsewhere) complain, are the irregularity of the children's attendance, and, beyond and above all, the early age at which they are withdrawn from school. These remarks apply with equal force to all schools,—sessional, mission, or adventure. The tremendous and increasing demand of labour is never satisfied; and one of the masters just alluded to said, 'He did not believe, notwithstanding the parents were mostly skilled artisans and small shopkeepers, that one of them would hesitate to withdraw his child to send it to work. Improvidence and indifference, not poverty, were the cause of this.' Another said, 'Many children of school age are not at school; this arises mainly from the indifference of the parents. They never think of refusing an offer of a few shillings for a child's labour, although the penalty may be a lifetime of ignorance. They trust, too, that somehow what is deficient will be made up at the night-schools.' Once more, the master of Bridgeton public school says, speaking of the excess of uneducated children in the district over other parts of Glasgow, 'This he attributed not so much to the want of school accommodation, wholly inadequate though it was to the necessities of the case, as to the carelessness and improvidence of parents, and to the extraordinary desire they showed to employ their children in any occupation that yielded a return, however small.' These are the statements of men long and largely engaged in education; and their testimony is that of every respectable teacher in the locality.

At one of the sessional schools there were 40 children, and at a subscription school in Main Street from 40 to 50, where fees were paid by the Parochial Boards.

From the manner in which the income of one of these schools was stated, it seemed doubtful how far the regulations of the Privy Council had been carried out as entitling the parties to the amount received in the shape of Parliamentary grants. Accordingly, after minute inquiry had been made, a conference was held with Mr. Gordon, Her Majesty's Inspector of Schools, who stated, in the first place, that the sums paid by Parochial Boards as school fees (in the present case amounting to about £20) were authorized by the Privy Council Committee to be counted as 'voluntary contributions;' and again, that the Code (1860) dispensed with the voluntary subscription in favour of what are called self-supporting schools, on a special report from the inspector. Accepting the amount of voluntary subscription, as interpreted by these modifications, it made up the counterpart sum required to meet the grant of augmentation. A similar suspicion was created in other instances, where these explanations were withheld or ignored; but it is believed that, although in some cases great care is taken to exclude any margin for liberality, it cannot be truly said that there is an evasion of the letter of the law.

The 'religious difficulty,' as it is called, the teachers make light of. They never encounter it. All denominations (including

Roman Catholics) are represented on the benches; but, except that these last are excused from learning the Shorter Catechism, and sometimes a 'Morrisonian' or Baptist claims exemption from one or two of its questions,—the Bible is read by common consent, the Catechism is taught, and oral religious instruction is communicated at a stated period. This is the universal testimony in Glasgow in all the Protestant schools, except the Episcopalian. In these, with two exceptions, the Church of England Catechism is enforced on all pupils.

There are large evening-schools held in the buildings in Bridgeton, occupied as sessional schools, taught by assistant-masters, which fall under a separate category.

Subscription School.

This is a large school in Main Street, built partly by subscription and partly from a Government grant. It is vested in trustees who appoint a committee to manage the institution. This committee do not, it appears, take any very active part in fulfilment of their commission. They pay the master a salary of £25; and the only conditions made with him are that he shall not receive more than 350 scholars at a time, and may be dismissed, without cause assigned, on three months' notice. In its material and educational aspects it quite resembles the sessional schools in the neighbourhood, being attended by a similar class of children, and conducted on the same principles. The attendance, on the day it was visited, was 290.

The master mentioned that, a day or two before our visit, a woman called on him with a boy, and producing one of the books of schedules for children attending Printfields, asked him to fill it up, at the same time tendering a fee, although the boy had never been at his school, or, so far as he knew, at any school.

At the four schools we have enumerated, the aggregate number of scholars was 1205. Of these 88 were from three to six years of age; 719 from six to ten; 284 from ten to twelve; 65 from twelve to thirteen; 40 from thirteen to fourteen; 9 from fourteen to fifteen; and none above fifteen.

Schools connected with Public Works.

There are two schools in the district connected with large cot[to]n-mills—the one belonging to Mile-end Factory we have referred to, when discussing the operation of the Factory Acts, as illustrative of the half-time system; the other connected with the Barrowfield works. In expressing our opinion of these schools, and of their necessary inefficiency, we are not to be supposed as implying censure upon the two excellent men who, amid many discouragements, discharge the duty of teachers. Neither of them is a certificated teacher, and the schools are totally without inspection. Having elsewhere noticed at sufficient length the former of these schools, it may serve a useful purpose, as showing the educational results that may be looked for from such institutions, to describe with

some minuteness the latter. On the day on which the school was visited 106 children were present—26 of them from three to six years of age; 76 from six to ten; and 4 from ten to twelve. The education was purely elementary; and, making allowance for want of proper books, that most of the children were mere beginners, and that the master was without assistance, their progress was beyond expectation. He had been nine or ten years in his present situation; but he could not contend successfully with the drawbacks against which he had to struggle. The schoolroom he has rent free, through the kindness of the Barrowfield Company. They also allow him £20 a year, and as many children are sent by them to school as give an equivalent for another £20. A considerable number are also sent from the Barony Parochial Board, and he gathers as many more from the neighbourhood, so that he contrives to scrape together an income of about £75. So soon as the children are fit for work, they are removed from school, and generally long before they have acquired any instruction entitled to the name of education. At gutta-percha works in the district, children are employed by jobbing journeymen very long hours—so long as from six o'clock in the morning to seven or eight at night. One man, earning good wages, and with money in the bank, took away his boy, aged between nine and ten, from school, and sent him to work for half-a-crown a week. Another took away a boy of delicate constitution, and for a trifle sent him to a gutta-percha work, where he pined away and died. 'Nothing, indeed,' exclaimed the master, glowing with indignation as he mentally recounted the cases he remembered; 'Nothing 'will cure the evil but the stringent application of an education 'test.'

The school itself is a miserable concern. It forms a corner of the factory, but is entirely shut off from it, with the entrance facing Dalmarnock Road. It is equally uncomfortable and unhealthy. An open stream, foul and offensive, passes immediately behind the school, sending up a disagreeable and unwholesome smell; and here, with only a few maps and benches to indicate its purpose, were huddled together more than 100 children, professedly receiving an education to fit them for the business of life.

The teachers in both schools stated that they were frequently applied to for certificates to children who intended to apply for admission to printfields, etc., who had either not been at school at all, or for a sufficient length of time. One of them said, 'He had been 'offered 6d. or 1s. for such certificate; but usually the inquiry was "What he charged?"'

Charitable Institution—Buchanan Institution.

This institution we have described under the special head of Charity Schools and Endowments.

Episcopalian School.

This school, situated in Brook Street, Mile-end, is the only Episcopalian school in the eastern part of Glasgow. About 250

boys and girls receive their education at it. The children are nearly all young—30 being below six, and 150 between six and ten years of age. The schoolroom forms the under building of the church, and is not well ventilated or furnished. There were only three maps in the place. The children belong to all denominations of Christians—there being a few Roman Catholics amongst them. Only a fifth of the children belong to Episcopalian parents. Notwithstanding, the teaching of the Church of England Catechism is rigidly enforced, although many of the parents object to this.

The fees being chiefly paid by the week, regular attendance is the exception. The master has a few children, sent by the clergyman, whom he teaches gratuitously, and he has one child from the Barony Parochial Board. Whenever the children are fit for work, they are sent to some of the mills in the neighbourhood. Nine boys went off to one work the same day.

The school, in its present state, is certainly far from being on a level with the sessional and subscription schools of the district.

We could not get a satisfactory account of the financial arrangements of the school. Generally speaking, the master pays for everything, only he sits rent-free. He pays for cleaning, coal, gas, water, etc.—£22, 15s. having been inserted in the schedule as 'voluntary subscription,' he was asked how it was raised and how disposed of; but he could not tell. He got none of it. The greater portion was drawn from the Episcopal School Fund, and the rest was made up probably by a collection or subscription. 'The trustees took as much as they needed out of the school fees, 'and paid him over the balance.'

The master keeps an evening-school in the same building. It was largely frequented—so many as 150 men and women attending. He testified in the strongest manner to the insufficiency of the education of these young persons. Of the 150, not above 20 could do more than read the New Testament. They could not read a book or a newspaper, and to read as a pleasure was not to be thought of. The writing and arithmetic were still more deficient. The bulk of them could not write their own names creditably, or repeat the multiplication-table.

Roman Catholic Schools—St. Mary's, Abercromby Street.

These form a whole cluster of schools, more or less connected; and if we include the evening-classes and the Orphanage and Industrial School, they are seven in number. Of the Orphanage and Industrial School—one institution, though conducted in separate buildings—we have already spoken under the appropriate head. We only name them now in grouping the whole. Shut off from the public street by a gate and broad approach, are three large buildings—one, on the left hand, and considerably apart from the others, is the Orphanage, for girls under sentence of a magistrate; while another, on the right hand, and forming a continuation of the building appropriated as St. Mary's Chapel, is the certificated Industrial School for boys under sentence. Still further removed from the

street is a large building, in the under part of which is a day-school for boys, while the floor above is occupied as a day-school for girls, with which is connected a separate infant school. In both floors there are evening-schools for lads and men, and for girls and women. These constitute the entire range of the establishment.

It is with the schools in this last building that we have now to do. The day-schools are simply Roman Catholic establishments, at which an elementary education is given to the children of their own faith, for fees varying from 1d. to a few pence a week, and to those sent gratuitously by the clergymen of the adjoining chapel. The school appropriated for boys is, as we have said, on the lower floor of the building, and here about 300 are taught reading, writing, and arithmetic by two Marist-Brothers, assisted by five pupil-teachers paid by Government. The principal master is a painstaking, anxious man, and he had his school in perfect order. The room is rather low in the roof, but well-appointed and ventilated. The school, in the floor above, where more than 300 girls are taught the elementary branches by two Sisters of Mercy, assisted by two pupil-teachers, is of the same dimensions, but higher roofed and better ventilated. The general superintendence devolved on one of the Sisters, who, from her earnestness and kindly manner, appeared well fitted to gain the affectionate respect of the children. The infant school, so-called, although only a junior branch of the other, was attended by 140 children. They were mere infants, a few of them not three years old, and about 80 of them between three and six. They were taught by a certificated mistress and two pupil-teachers; the first in every way qualified for her duty. The children looked healthy and happy; but the mistress frankly admitted, in answer to the inquiry what she thought of sending children of such tender years to school, that most of them were sent, because their mothers were out working, to keep them from mischief and danger.

It is unnecessary to enter into the system of instruction pursued in these schools. They are conducted in all respects in much the same way with the ordinary elementary schools of the city, and may be pronounced on a level with most of them. The writing was undoubtedly inferior to the average attainments of the pupils in other branches. In these, however, as in the other Roman Catholic schools, the superiority in the discipline was very marked. There was no noise, except what is inseparable from the business of a school, and the children were attentive and polite, as is invariably the case also.

Both in the boys' and girls' school, the same complaints were rife of the irregularity of attendance, and still more of the withdrawment of children of all ages, that they might be sent to industrial employment.

There are large evening-schools taught in the same rooms—the boys and lads ranging from ten years of age; 29 of them being over sixteen. The evening-school for girls, taught by the Sisters, exceeds 200,—60 of whom are between sixteen and twenty years of age, and 30 are over twenty.

Private Adventure Schools.

There are eight private adventure schools in Bridgeton district, with an attendance in all of 612 children, two-thirds of whom are between six and ten years of age.

These schools are not alike bad, but, taking them in the aggregate, it is impossible to think of education existing under circumstances more discouraging, and even hopeless. With a solitary exception, the masters are respectable men, doing their best, perhaps, to eke out a sorry livelihood by gathering together a number of the children in the neighbourhood, and giving them an education of a truly elementary kind; but having said this, we have said all we can say in their favour. If it be imagined that, because there are eight adventure schools in the district, there can be no great lack of education, and that things are not so bad as some persons would represent, we can only say it is a delusion. Only one of the masters is a certificated teacher, but in his case his training has not proved a passport to success. Another was a Government pupil-teacher, but is not certificated. A third was in 'the provision trade;' a fourth had lost his situation through the bankruptcy of his employers; a fifth was by trade a dyer, and so on. The existence of such schools, moreover, as entering largely into the supply of a district, while it pleases people with the idea that the young are receiving a satisfactory education, keeps down the demand for a system that would reach with a better devised machinery the masses of the people. We have said that these schools are not alike bad; in one respect, however, they much resemble one another in their accommodation and appointments. Rarely, if in any instance, were the premises intended for school-rooms; they are generally low-roofed and ill-ventilated, while a few old benches are made to do duty in a variety of ways. The children were generally huddled together, and the smell in most of the places was very offensive. As our object is to lay bare the facts of the case, and to press as lightly as possible on individuals, we may be excused from furnishing such details as would at once identify the parties, and possibly injure them without any compensating public advantage. We will rather glean a few notes from our journals, written at the time of visiting the schools, and thus seek to convey a sufficient idea of the state of matters. Writing, then, of the best of the lot, we find such passages as these:—'This 'school was originally a dwelling-house, and is not at all adapted 'for teaching purposes. It is low-roofed, and badly ventilated. 'The children are ill-clad and unruly, and seem to belong to 'parents of the lowest class. The discipline is intolerably lax; the 'children running about the room regardless of the master's autho-'rity. Examined all the classes in reading and spelling. These 'are the only branches taught, and certainly with no success. The 'methods adopted in teaching the junior pupils are such as would 'be employed only by one not sufficiently trained, and not 'thoroughly acquainted with the art of teaching.' In fact, grammatical blunders in his conversation proved the master to be an

uneducated man. Taking the next school visited, we have it recorded :—'It is so badly ventilated as to necessitate the door being 'kept constantly open. It is attended by a poorer class of children 'than is to be found in the Parliamentary schools of the district. 'They read indistinctly, pronounced most incorrectly, and spelt 'miserably. Although himself a Scotchman, the master taught 'the children to pronounce many of the words with a truly Hiber-'nian accent. The method of teaching the younger pupils was 'most absurd,—all bawling at one time, they read their lesson 'together, and are never examined separately.' Once more, of the school next in order :—'The children, meanly clad, are densely 'packed together in a small, badly aired room, which is neither 'healthy nor comfortable. Examined the several classes in reading 'and spelling. They have acquired a most slovenly style, are con-'tinually blundering in pronunciation, and spell with great diffi-'culty the easiest words of their lesson.' And yet this man in his advertisement professes to teach Latin and Greek, in addition to the ordinary branches of an English education : and concludes with the gratifying assurance that 'all the tuition is conducted 'under his own active exertion, and no opportunity is lost in form-'ing the character of the youthful mind :'—all which is sufficiently absurd when we connect it with the ragged, dirty-faced little mud-larks who crowd his benches.

It will be unnecessary to carry these remarks on the adventure schools of Bridgeton farther, as they sufficiently indicate their character. We may only add that their general appearance furnishes a strong proof by contrast of the superiority of regularly inspected schools to those in which the teacher is under no control and free from the supervision of an inspector.

One of the eight adventure schools of Bridgeton is an academical monstrosity, and, in a city like Glasgow, where it is a proud distinction to keep the best school, we will not stop to inquire what the distinction is which applies to keeping the worst. It is held in a dirty close near Barrowfield toll-bar, and its proprietor has kept a school in the district for thirty-seven years. He has been in various parts of the eastern suburb ; and before his departure from Landressy Street, from whence he removed to his present quarters, his certificate of competency was annulled by the Inspector of Factories, and henceforth his attestations that children have been at school, to entitle them to enter factories or printfields, if they carried his own signature, ceased to bear faith. The school is kept in a dank cellar, a few steps below the gutter-run, in which, when we visited it, thirty-five children were assembled. The smell was hot, foul, and oppressive, and contact with any part of the hovel, its furniture or occupants, was pollution. A drunken fellow, apparently a seaman, a friend of the master, was lying asleep across one of the benches at which the children were seated, waited for at the door by some dissolute young women. We gave up the idea of examining the school as too absurd to be seriously entertained ; and, selecting the three pupils, picked out as the farthest advanced, we found it was with difficulty they could spell the

words, the pronouncing of which was hopeless. In the same wretched den, this man has an evening school, or rather a succession of evening schools, for grown lads and girls. He is widely known among the workpeople of the district, in connexion with the issue of education certificates, for which he charged or charges 6d. a piece; and he admitted that his certificates had fallen into disrepute through persons who had been ill-natured enough to assert that he issued many more than he had scholars to represent. The man is a Roman Catholic; but boasts of his independence of ecclesiastical authority. Surely the sooner that schools like this become an impossibility the better.

In most of these schools (not in the last described certainly) are children from the Barony Parochial Board. In one of them especially were such children, when not a hundred yards off were two excellent schools, one in the district and the other across the boundary line, where the fees were not higher.

It may be stated that in all the schools we have enumerated we were met by the complaint that it was impossible to give an education to children, who were leaving every day to go to some industrial occupation.

All things considered, the education in this district, whether we have reference to quantity or quality, is much deficient. The attendance at the day-schools, even such as they are, is one in 14·5 of the population; and one in four of children of school age. The number of children from three to fifteen years of age in the district, as taken from census 1861, is 12,496, while the total school accommodation is 3486; and, if we deduct what is very inferior, the accommodation may be taken at 2845, or say two sittings for every nine children. And this is a district not overrun with poverty; but where great manufacturing works abound, and the people are earning reasonably good wages.

IV.—CALTON DISTRICT.

Population in 1861.	Number of Children from 3 to 15.	No. on Roll. Day.	Proportion to Population.	No. in Attendance. Day.	Proportion to Population.	No. for whom Accommodation provided.
36,625	9009	4095	One in 8·9	3592	One in 10·2	5261

No. on Evening Roll.		No. on Evening Attendance.	Total enrolled Day and Evening under 15.	School Roll of all ages.	School Attendance of all ages.
Under 15.	Above 15.				
193	380	506	4016	4668	4098

Schools receiving Parliamentary Grants, Endowment, or Bequest Aid.

SESSIONAL SCHOOLS.

St. James' Sessional School—Boys', . . .	Parliamentary Grant.
Do. Do. Girls', . . .	Do.
St. Andrew's Sessional School, ...	Do.
Chalmers' Do.	Do.
St. John's Young Street School—Boys', . . .	Do.
Do. Do. Girls', . . .	Do.
St. Luke's Sessional School, ...	Ferguson Bequest.

MISSION SCHOOLS.

Green Street R. P. School—Boys',	Parliamentary Grant and Ferguson Bequest.
Do. Girls',	Ferguson Bequest.
Sydney Place U. P. Mission School,	Do.

ROMAN CATHOLIC SCHOOL.

St. Andrew's School—Boys',	Parliamentary Grant.

Calton is bounded on the north by the Gallowgate; on the west by Saltmarket Street; on the south by the Clyde; and on the east by Abercromby Street, with its continuations to the Green and the Clyde.

It contains 205 acres, with a population at last census of 36,624, being an increase of 80 over the census of 1851. By the census of 1861, the children between three and fifteen were 9009; and the number of all ages at school, according to the unpublished returns of that census, were 4116. By our returns the children in attendance are 3592. This gives 1 in 10 of the whole population, and scarcely 2 in 5 of the children of school age. So far as the character of the population, and the nature of the employments carried on, are concerned, the district differs but little from the adjoining one of Bridgeton, and both have been repeatedly referred to in our remarks elsewhere on the Factory Acts.

Although the population of Bridgeton is nearly a fourth greater than the population of Calton, and the area of the one nearly five times greater than that of the other, the school accommodation in the smaller district is 90 per cent. greater than in the larger, and the school attendance is 50 per cent. greater. These statistics, however, would mislead, as constituting a contrast between the districts, which are substantially to be reckoned one great locality, in which we discover society, in its social and economical aspects, as guided by the same laws, motives, and influences.

SESSIONAL SCHOOLS.

There are seven sessional schools in Calton—six of them receiving Parliamentary grants, and the seventh (St. Luke's) a grant in aid from the Ferguson Bequest Fund. The aggregate attendance at these schools was 1388. While many of these children bore the marks of belonging to the commonest class of the community, several of the schools were frequented by those of a different order.

Small shopkeepers, clerks, and skilled artisans sent their children, who nevertheless were found seated at the same benches, especially in the juvenile classes, with children of poor parents and the waifs of the Parochial Boards. Some of these sessional schools are of a superior description; and although in all of them there may be defects, often not to be attributed to the masters, but incidental, and due to the force of circumstances, the education acquired at them is altogether satisfactory. We shall illustrate the meaning of our last remark by two instances: First, of St. James's Schools in Great Hamilton Street; the site and arrangement are decidedly defective. The front runs parallel with and abuts upon the street, an immense thoroughfare; and the noise produced by the constant roar of omnibuses and vehicles of every description is deafening. Again, the arrangement is defective. The principal class-room is occupied by the master and two assistants, teaching three separate classes of boys and girls simultaneously. A baize screen has been erected by the master himself, but with little effect, except in preventing the eyes of the children from wandering. Secondly, four of the schools we have enumerated are, or ought to be, properly speaking, only twin schools—for each of the two is conducted in the same building, under the same kirk-session, and being the one in charge of a master, and the other of a mistress, might be supposed to be so arranged with a view to the division of labour. Instead of this, they are virtually rivals; not always regarding each other with the most friendly feeling, and sometimes so estranged as to make their proximity the opposite of advantageous or pleasant. Nor is this mal-arrangement confined to Calton, but exists, more or less, in every district of Glasgow. The theory is, perhaps, a natural and *prima facie* one—that in a large school boys should be under a master, and girls under a mistress—or, if this be unattainable, that the master, who has girls under his charge, should have an opportunity of sending them for a stated period to another apartment, where, in charge of a mistress, they may be taught sewing and knitting. But instead of co-operation we have competition, and competition carried on in too close proximity to prove agreeable. In one school in Calton, so far from the mistress in the floor above teaching the girl-scholars of the master in the floor below, he brought in another mistress one hour daily to teach them the ordinary female accomplishments. And in all the cases we have referred to, the schools competed for scholars, with this one distinction, that generally those sent to the female teachers are more juvenile than those sent to the male teachers. This state of things ought not to exist. The classes which suffer are undoubtedly those taught by the mistress. In many instances the female teachers were reasonably good, and the reading was generally fair; but the arithmetic, geography, and grammar were deficient. The children had only attained that degree of proficiency which may be expected where these branches are taught by a female. The truth is, if a mistress is to teach all the branches of an elementary education, and, in addition, professes to give the children sewing, cutting-out, knitting, etc., she is necessarily with-

drawn too much from the one or the other; whereas, when the authority of the master is paramount, he can arrange the classes so as to save a redundancy of labour, and to effect the greatest good at his disposal.

The sessional schools of Calton may be fairly described as excellent elementary schools. The great demand upon them is for an education of a very ordinary kind. Still they carry this education forward, when they possess the opportunity, to something more deserving of the name. Reading and spelling are followed up by writing to dictation, grammar, and geography; arithmetic is carried far beyond the simple rules; and several creditable specimens of drawing were shown. In one of the schools, a small Latin class acquitted itself creditably in Henry's First Latin Book by Arnold; and in another, a class, taught by a mistress, made a good appearance in Hall's French Course. There can be no doubt of the ability of the teachers to conduct a routine of instruction up to the severest demands of their position. There is an absence of a desire, however, on the part of parents to obtain more than a mere elementary training for their children, and they grudge the time necessary for perfecting an elementary course, and still more for extending the programme.

The teachers of these schools—most of them men whose opinions are of value—agree that to apathy, rather than poverty, is to be ascribed the light value placed by parents upon education. In confirmation of this, one of them informed us that, although he was under an obligation to the kirk-session to teach thirty children gratuitously, never more than five or six candidates had appeared. Another informed us that he had just lost a boy, who was making great progress, because his father had engaged him as an errand-boy, although the parent was himself earning 25s. a week. He also stated that on the last inspection of Mr. Gordon, although 250 children were on the roll, he could only muster 130.

Mission Schools.

There are no mission schools in Bridgeton. There are six such schools in Calton. The aggregate attendance was 1039 children. In point of management they differ little from sessional schools, only, instead of a kirk-session, we have a missionary committee; and instead of a body exercising territorial authority, we have congregational action, directed by this committee. It is in the nature of the case that the children attending mission schools are a poorer and more neglected race than those who attend other schools. The schools are set up for the very purpose of overtaking the education of poor and neglected children, and the fees (where fees are exacted) are on a scale to meet the requirements of the situation. The masters, in some instances, are not inferior to others in scholarly attainments, but they have no scope for their exercise except in teaching the rudiments of education. The best of these schools, now a Government-inspected school, is quite equal to the average of sessional schools; and, if the others are inferior, it is because they want

teaching power, or are otherwise without superintendence. As they are fair specimens of the circumstances to which mission schools owe their inferiority, without presenting any extreme features about them, we may briefly describe their condition. In two of them the masters are excellent teachers,—men of zeal and intelligence; and in the other two, taught by mistresses, we may bestow the same meed of approbation. The first school, we may notice, is held in two rooms, excellently ventilated. It is attended by children of the lower orders; but, like others of a similar description in Glasgow, it is starved in every direction. The teacher's salary is £12, 3s., and, with fees, the utmost remuneration he receives is £54 per annum. He is also allowed a miserable pittance of three guineas per annum for a mistress. It is not wonderful that he requires to eke out a livelihood by keeping a small provision-shop. The school accommodation is sufficent to overtake from 90 to 100 children; but there were 194 on the roll, and 150 is about the average attendance. Notwithstanding this packing and overcrowding, he had during the season refused 200 applicants. It is impossible for any man to teach with any spirit a swarm of children under such disadvantages, physical and pecuniary. Another of these schools, situated in the Gallowgate, consists of two rooms, originally a dwelling house, and ill-fitted for school purposes. The heat, want of light, and noise on the thoroughfare prevented the business of the school from being carried on with comfort. The place may accommodate 80 children, but 85 were present; and a class for young persons of both sexes attending the public works is held in the evening. The teacher has no assistance, and although an energetic person, it is impossible for one individual to manage with advantage an unruly little mob of children gathered from the closes of the Gallowgate. Other two of the schools, though strictly mission schools, are maintained by the liberality of a benevolent gentleman. The master of the one receives a salary of £50, besides the school fees; the mistress receives £40, besides the school fees, which, in her case, average about £12 per annum. The school is situated between Greendyke Street and St. Andrew Square, and in the immediate vicinity of the Saltmarket. The top floor of the building, appropriated for the master's school, is large and commodious, and capable of containing 135 children. There were only 60 present on the day of examination. The master has no assistant,—not even a monitor; and the progress made by the scholars was most unsatisfactory. The two under floors are capable of containing about 180 pupils. There were 135 present. The upper of the two floors is ill-ventilated; and the under one is ill-lighted and badly ventilated, and altogether uncomfortable, and was never intended to be used as a schoolroom. The children, like those under the master, were poorly clad and very unruly. The education was by no means satisfactory. The mistress is assisted by three monitors, each aged about ten years. Her want of success does not arise from want of zeal or attention, but from the nature of the case. When engaged in one class, she sets the rest of the school to sing a hymn or chant, while she contrives never to be

so engrossed with her labours as to be unable to lend an ear to the music, and to throw in a casual note by way of adding momentum to the lagging choristers. Added to this, she no sooner leaves the classes on one floor to superintend those on another, than numerous embassies arrive from the deserted youngsters to complain of all kinds of ill-usage, while the improvised monitors are in despair. We were literally hoarse in the attempt to examine the classes and to keep up a conversation with the mistress. She, however, revelled in the turmoil; and, with an exuberance of spirit that carried her through every difficulty, rejoiced in the reputation of her classes for beginners, which exposed her to importunities from parents to receive their children, that it pained her to be compelled to resist. The only perceptible variety in her method, however, consisted in affecting a joyful surprise when any of her pupils stumbled upon a correct reply, which, to our minds, rather suggested that accuracy was exceptional, and blundering the normal condition of the school. She has generally a few Catholic children, but finds no difficulty in communicating religious instruction to all the pupils, and her piety and earnestness may be expected to give to this instruction that prominence which assuredly it receives. In another of the mission schools, already referred to, in questioning the master as to the 'religious difficulty,' he said he had never discovered it. He had twenty Roman Catholic children, notwithstanding his vicinity to St. Mary's Schools, taught by the Marist-Brothers; but, except in one or two instances, in which the parents wished the children to be relieved from the Shorter Catechism, he had never been interfered with one way or another. Surveying these schools, it is impossible to return from their examination without a strong feeling of the desireableness of a national system that would effectually and efficiently relieve many of them of their labours.

Endowed Schools.

There are two endowed schools in Calton,—the Burgh School, as it is called, and Murdoch's School; the number of children at the former being 24, and at the latter 130. They are noticed under the head of Charity Schools and Endowments.

Roman Catholic Schools.

We only class two Roman Catholic schools, both taught in one building, under this category, because there are three others in the district, which fall under the heads, two of upper schools, and one of the private adventure class. The two schools, now briefly to be noticed, are of much the same character as Protestant mission schools, providing an elementary education for the neglected children with which the neighbourhood abounds. The building has been erected on the best principles. The apartments are high-roofed, well lighted and ventilated, clean, and plentifully furnished with school apparatus. The boys, under two Marist-Brothers, occupy the lower floor; and the girls, under Franciscan Nuns, the higher floor, and connected with the latter there is a junior divi-

sion, taught in a separate and less suitable building by a nun. The children in all the departments were of the lowest class; but quiet, well-behaved, and attentive, as is invariably the case in Roman Catholic schools.

The education in both the boys' and girls' classes was quite equal to the average of sessional schools, although, in the junior boys' class, there was an unhappy selection of books. During the past year, little or no attention had been paid to geography and grammar. Preparations were being made for the Government examination, with a view to have the school certified, and under the Revised Code much less time is devoted to these branches than when the examination was conducted under the old regulations. Mr. O'Flynn, the intelligent master of the boys' school, who received his education at one of the great retreats of the Order of Brothers in France, was loud in his complaints of the indifference with which many parents regarded the instruction of their children, and of the irregularity, proceeding from the most trivial causes, with which they attended school. 'Without an education test,' he said, 'certifying the acquirements of children under a certain age, no 'system could overtake the ignorance that prevailed.' A Marist-Brother visits and examines the school once a year. In the girls' school, considering the class of children, their appearance was creditable, their attainments encouraging, and their progress gratifying. Uncertificated, and without regular training, these nuns applied themselves to their work with an unflagging zeal that overcame all difficulties. The number of boys on the roll was 315; of girls, 260. But the attendance was far short of this average.

The two upper schools for Roman Catholics,—St. Aloysius' College and the Convent school,—are noticed elsewhere, under the general head of Roman Catholic Schools.

Private Adventure Schools.

There are six such schools in the district, greatly differing in their character. Charlotte Street academy is a new building, having accommodation for between 400 and 500. It is central, airy, and retired, and in the playground the children have ample scope for amusement. The pupils are well-dressed and well-behaved, and belonged, most of them, to the middle classes. The master is assisted by an efficient staff of teachers. He has two male assistants, two mistresses, a music-master, etc., and the examination of the classes in reading, spelling, grammar, geography, arithmetic, and writing was highly satisfactory. The discipline was strict, and regularity and punctuality in attendance were rigidly enforced.—There is a Ladies' seminary in Monteith Row, with an attendance of 35.—The only other Protestant adventure school is situated in Tobago Street, in the very heart of the district. It is kept by a worthy man, who unites with his duty of schoolmaster that of letter-carrier, etc. The schoolroom, which is capable of containing fifty children, is a dull, mouldy-smelling, badly-aired place, so that the miserable attendance,—only 16,—was scarcely to

be regretted. The last of the group was an adventure school in St. Andrew Square, of a low type. The master is a Roman Catholic, and nearly all the children belong to the same communion. He was anxious to claim for it a broader foundation; but, although parading one or two boys, who announced themselves as Protestants, it was evident that they were not in such numbers as to affect the character of the school. The schoolroom is on the area floor, and is reached from the street by a long stone stair. When visiting the place we found the master engaged, assisted by some of the bigger boys, in 'flushing' the pavement with water. On entering the schoolroom, we were wellnigh suffocated with the noxious smell. In a room 27 feet by 21, and with a very low ceiling, 170 boys and girls were jammed together. It was with great difficulty a passage into the interior could be obtained; and the heat and effluvium were so overpowering, that before we could attempt anything like an examination, it was necessary to turn more than a half of the school into the street. On inquiring of the master, with a natural air of surprise, how he could tend classes where he had not room to turn his foot, he pointed to a corner, where, by displacing its occupants, he could acquire a couple of square yards of room, and in this nook we endeavoured to make ourselves acquainted with the instruction communicated. And, as might be expected, it was sorry enough. The master had been unfortunate in business, and betook himself to his present occupation, as the only one within his reach, for which his inclination and abilities qualified him. He admitted that he could not do the children justice in so confined a place, and with not even a monitor to aid him. Nevertheless, he has struggled on for several years, the number of his scholars being only limited by the extent of the accommodation. He was satisfied, he said, that, if he could afford a better schoolroom, he could gather three times the number of children he now takes charge of. Notwithstanding they are of the most ragged order, and hail chiefly from the neighbourhood of the Saltmarket, he has no pupils (he assured us) paying less than 3d., while nearly a half pay 4d. a week. This is one of the cases which illustrates the necessity of an education that will reach such children as attend this school. Swarms of them are growing up without instruction to fit them for occupations above hewers of wood and drawers of water, or to give them a taste for reading, and make it other than a drudgery and a task. We may not estimate the importance to the country and the benefit to themselves, were these hordes of neglected children, —a representative section of which we have now described,—reared in the knowledge and practice of virtue, of which a sound education forms so essential and pervading an element.

The education in this district, while superior to that in the neighbouring district of Bridgeton, is still greatly below the mark. The number of children from three to fifteen years of age, as taken from last census, is 9009, while the whole school accommodation is 5261, or, deducting what is very inferior, 4786, or about a half.

V.—CLYDE DISTRICT.

Population in 1861.	Number of Children from 3 to 15.	No. on Roll. Day.	Proportion to Population.	No. in Attendance. Day.	Proportion to Population.	No. for whom Accommodation provided.
29,975	6844	2644	One in 11·3	2177	One in 13·7	2506

No. on Evening Roll.		No. in Evening Attendance.	Total enrolled Day and Evening under 15.	School Roll of all ages.	School Attendance of all ages.
Under 15.	Above 15.				
643	132	555	3270	3419	2732

Schools receiving Parliamentary Grants, Endowment, or Bequest Aid.

Free St. Peter's School,	Ferguson Bequest and Parliamentary Grants.
St. Peter's Sessional School,	Do. do.
Free St. Enoch's School, Sessional,	Do. and F.C. Education Fund.
St. Enoch's Sessional School,	Parliamentary Grants and Bell Fund.
Free Bridgegate School,	Do., Ferguson Bequest, and F.C. Endowment Fund.
Brownfield School, Sessional,	Parliamentary Grants and Bell Fund.
Brownfield Girls' School, Sessional,	Parliamentary Grants.
Tron Sessional School,	Do., Ferguson Bequest, and Bell Fund.

This district comprises an area of 129 acres. Its population in 1861 was 29,975, being a decrease of 5136 since 1851. The children between three and fifteen were 6844. According to the unpublished census returns, the scholars of all ages were 3077. Our returns show a roll of 2644, and an attendance of 2177, or 1 in 13·7 of the population. The district is divided among these parishes,—St. George's (with 8848), St. Enoch's, wholly contained in this district (with 5771), St. James's (with 4645), the Tron, wholly contained in this district (with 10,280). There is a shipping population of 431. The district lies in the very centre of Glasgow, between Trongate and Argyle Street on the north, and the river Clyde on the south. It contains few public works, one sugar-refinery, some tanneries, large tobacco-manufactories, grain-mills and storehouses. The number of offices or places of business, however, seriously affects the population. They occupy a large part of the 129 acres of the district, but afford no houseroom for the people, who are penned into a much narrower space than the area of the district, and are indeed so cramped for room, that here, and here only in Glasgow, the population has diminished more than 5000 between the census of 1851 and 1861. The Tron parish is crowded to excess. It contains only 14⅓ acres, and a

population of 10,280, or 715 to the acre, each person having little more than 6¾ square yards. The two parishes in the city of Glasgow that approach nearest this condition are St. Paul's, in the Central, and Blackfriars or College, in the High Church district. One of these has a population of 446, the other a population of 328 to the acre.

The people in the Clyde district are of the poorest classes, working in the warehouses, and at the quays, in the public works of the adjacent districts, and as day-labourers, or in any way that they can keep themselves, and the children finding occupation as errand boys and girls, in tobacco-works, and as vendors of newspapers or lucifer-matches, and other articles offered for sale upon the streets. The district has a large admixture of Irish. Looking at it, therefore, in all its aspects, you can hardly expect great things in an educational point of view. The schools are thus distributed:—

	Roll.	Attendance.
St. George's—5 Sessional Schools,	695	559
,, 1 Adventure School,	49	45
	744	603

Or 1 in 12 of the population. This is independent of a Nautical School, whose average attendance is 10.

	Roll.	Attendance.
St. Enoch's—1 Sessional School,	1267	1142

Or 1 in 5 of the population. This is independent of a Nautical School, with an average attendance of 18.

	Roll.	Attendance.
The Tron—2 Sessional Schools,	552	367
,, 1 Adventure School,	81	65
	633	432

Or 1 in 24 of the population.

St. James's parish has no schools in this district, but the parish is fairly represented in Calton, where it mainly lies.

In all, there are ten schools, with a roll of 2644, and an attendance of 2177, or 1 in 13·7 of the population. The schools divide themselves into two groups, sessional and private adventure. These we shall merely notice in their order, and add a few general remarks on the state of education in the district.

The largest school in Glasgow is in St. Enoch's parish. The numbers in attendance are above 1200. As illustrating very fully the organization of a sessional school, it was our intention to describe this one at some length, but we have thought it better to transfer the details to the Appendix. Our description there will be found to illustrate also to some extent our mode of examination. Of the other sessional schools, four are connected with the Established and three with the Free Church. All except one receive Government assistance. It is not to be compared with the others in point of efficiency.

Five of the seven are aided by the Ferguson Bequest. Two (besides St. Enoch's) enjoy the Bell Endowment. The fees are from 1d. to 3d. a week, and are mostly paid weekly. The adventure schools are two in number. Their fees are 1½d. and 1d. a week. The table prefixed to the notice of the district shows the sources

from which eight of the schools in the district receive aid irrespective of school fees. The two private schools receive no assistance from any source. The general result of our inquiries in this district is as follows:—The education in seven of the schools was good, in one indifferent, and in two absolutely worthless. In an excellent sessional school, situated in a very poor locality, children, at a very low fee, 1d. and 2d. a week, mostly paid weekly, were taught in a style, and with results rarely to be found in middle-class schools either in Glasgow, or other places where the fees are probably ten times as great. The situation of the schools in the district, and their accommodation, are not generally good. This remark applies to seven out of the whole number; but it would not be easy, in the crowded wynds and streets that run from the Trongate and Saltmarket, to find or make better accommodation, and, such as they are, the schools are at least so situated as to be available for all, though if all attended the accommodation would be quite inadequate. The school-buildings, though poor, are probably better and more comfortable than the dwellings of the people. Many children beyond the bounds of the district are attracted from the south side of the river to the best sessional schools in Clyde district, and, instead of finding one in thirteen of the population proper to the district at school, a closer inquiry would probably bring out more unsatisfactory results, for some parts of it are teeming with population and poverty. There is a large Irish element, and for their wants there exists no school within the district, beyond a private adventure school in one of the wynds. Roman Catholic children are indeed to be found in the other schools, but in comparatively small numbers, and their attendance is extremely irregular. There are, however, Roman Catholic schools in the adjoining districts of Calton and Anderston; but it is a fact that many children in Clyde district, both Catholic and Protestant, but chiefly the former, attend no school, and others so irregularly, that the paltry smattering they may contrive to pick up does not outlast a year's roughing with the world. What are these neglected children doing, then, if they are not at school? They are idling in the streets and wynds, tumbling about in the gutters, selling matches, running errands, working in tobacco-shops, cared for by no man, with parents or guardians over them who would resent as an impertinent interference any care or sympathy that expressed itself in any other way than a gift of money, or of clothes or bread.

All the schoolmasters in the district complained of the irregular attendance of the children, and of the early age at which they left school. Thus, one intelligent master of a sessional school told us that, within a fortnight of our visit, eleven boys, ten years of age, had been taken away to run errands, and that none stayed who could help it later than twelve. Another remarked, 'From a very early 'age the services of children in the neighbourhood become profit-'able. Some are employed as tobacco-boys, some in selling 'matches; as early as six, seven, eight, or nine years of age, and 'before twelve, all, or nearly all, can find work. Of course,' he 'added, 'it is only the very poor that are employed so early, or in

'such occupations. School has no attraction for them or their 'parents.' Again, 'The children in the supplemental department 'are very irregular. They feel they can come and go when they 'please. Their parents think they are doing a favour to send 'them.'

Next to children taught gratuitously, or for a very small fee, those, as a class, who paid weekly fees were the least regular. A month or quarter's payment in advance secured good attendance. But if a child, whose fees were paid weekly, from any accident or cause whatever was absent on the first school-day of the week, the odds were that it did not make its appearance till the following week. One teacher told us that a holiday on Monday was very dangerous for the school fees. It may be imagined that a very strict enforcement of the Revised Code in the case of schools where attendance is irregular, from so many circumstances over which the teacher has no control, would be hard on the schoolmaster. In another school (and that, too, most efficiently taught) we found on the roll 420, and in attendance 264. Parents and children (the schoolmaster remarked) were alike indifferent. Many of the former were very poor and degraded. None, however, who cared to come to school would be refused admission, as there was a free list, and constant efforts were made by the missionary of the church, and by charitable men and women, to get the children to come out.

As may be supposed, there is not much teaching in this district of the higher branches. Still, of the whole number of boys at school, a score are learning Latin, and six are returned as learning Greek. For a sound English education, including very superior acquirements in some cases in arithmetic, and, generally speaking, for adequate book-learning, there is no destitution here, for those who can or who will avail themselves of the advantages lying at their feet. In most of the schools singing is taught, and used with great effect. Its power in bringing into order very rough elements we witnessed on more than one occasion. In one of the best schools, situated, however, in a miserable wynd, and largely frequented by the very poorest and most riotous class of children, it would have been hard to get on at all without the charm of singing. Rushing upstairs pell-mell, and flocking into the class, the children seemed to revel in uproar. But order was called out of apparently most intricate confusion by the wave of the master's hand, and by his gently raising a tune, in which all the children joined as they entered the room, the several classes circling round into their places, and being soon seated decently and in order.

In only three of the schools are any children taught drawing, and 162 out of 171 (the whole number) are in one school. Sixty-four children (inclusive of those at St. Enoch's school) are above twelve.

In the course of the report of this district, we have mentioned 'tobacco-boys' more than once. You may perhaps be interested to know something about them. The Clyde district is the centre of the tobacco trade in Glasgow. There are about thirty manufacturers in all employing the labour of very young children. The number of 'tables' maintained by these thirty firms is nearly 250,

and at each table three children are engaged, or in all 750. This is a somewhat larger number than were apparently engaged in 1864, according to the evidence given in the 'Children's Employment' Commission. Each journeyman has a table, and requires three children. One child strips the tobacco leaf, one keeps the journeyman supplied with the stripped leaf, and one turns the spinning-wheel. They are called strippers, pointers, and spinners. In some works girls are employed along with boys. Each boy and girl is searched on leaving the workshop; the boys by a man, the girls by a young woman. The children are of the lowest grade. They are to be found at work as young as seven years, but the greater number are older than this,—nine, ten, and eleven, with a few above twelve. The following table was furnished by an employer to Mr. Long, Assistant-Commissioner, appointed to inquire, among other things, into the condition of tobacco children:—

Under 11.	Above 11.	Can read only.	Can read and write only.	Can read, write, and cipher.	Cannot read, write, or cipher.	Total.
269	386	310	46	81	218	655

This is a more favourable view of things, both in point of age and education, than we are ready to vouch for. The parents are of the class that do not in the least care to have their children at school. Besides, many of the children have no parents. Those who have charge of them can hardly be persuaded to send them to the evening school. They will often in preference send them out to beg, to sell matches or blacking or evening newspapers, or, it may be, to pilfer and steal. In a word, scarcely any of the parents of tobacco children care a rush for schools or education. The wages earned are from 1s. to 3s. 6d. a week. They are paid, we believe, by the journeymen. Their work is pretty easy and regular, from six in the morning till six at night, with two hours for meals. The day-schools in the district are seriously affected by the tobacco-works. It is no uncommon thing, on a Monday morning especially, for the children on their way to school, as they pass by the tobacco-shops, to ask if any boys are wanted by the journeymen. If there is a demand the supply is at once forthcoming, and for weeks or months the children are absent from school. If there is no demand they pass on their way, to make the same inquiry next Monday morning. The work requires little training. It is an occupation open to at least one grave objection. The temptation to pilfer tobacco leaves seems irresistible to the children. Both boys and girls become dexterous thieves, and with all the precautions used, employers are robbed of considerable quantities of tobacco. The floor of the evening-school is saturated with tobacco juice, although this may be partially due to the apprentices, who are men enough, and with wages enough, to account for their use of the tobacco leaf. A minor objection is the accom-

modation of the workshops. They are close and ill-ventilated. Still the evidence goes on the whole to show that the smell of the tobacco is not only not injurious but beneficial to those employed amongst it. It counteracts all other smells. One employer told us that in times when cholera was prevalent in Glasgow, the children and others in the tobacco-manufactories were quite exempted from its influence. When the children reach the age of twelve or thirteen, they mostly leave the tobacco-works, their places being filled by younger and cheaper hands. Those who leave the employment have, of course, to seek work in other branches of trade. There is no room for a fifth part of them to become apprentices, and the wages of a boy are insufficient to tempt him to stay when he is of an age and strength to work elsewhere. To the other employments that they enter, they give a supply of hopelessly ignorant and uneducated men and women. Actuated by a desire for their good, their employers have opened a night-school for the tobacco children. We visited the night-school, in order to judge of it for ourselves. It is situated in the 'Old Wynd,' leading from the Trongate to the Clyde. The schoolrooms are occupied in the day time by the scholars of a sessional school. The evening-school is under a head-master, with assistants. The children are divided into three classes. To the highest no one is admitted who cannot read tolerably well. The teachers made the best of their materials. Many of the children, however, were nodding over their letters. Two at least (seven or eight years old) were sound asleep. The acquirements of the children were very meagre. The master complained of irregular attendance. The average out of above 600 children was 302. They live, it may be, at a distance, or they attend other schools, or their services are needed at home. We have mentioned other reasons, in the apathy or greed of parents, and in the children's indifference; and the marvel rather is that so many are found to attend, when you think of the long hours of labour to which the children have been subjected, than to find so few. One employer of labour with whom we conversed, and who was evidently much interested in the condition of the children, suggested a very sweeping change of arrangements. He proposed that the employers should take the whole charge and responsibility of the children—boarding, clothing, feeding, and educating them on their wages, with the help of a small aid from Government. He suggested, in fact, a set of industrial schools, with tobacco-spinning as the industrial part, and reading, writing, and arithmetic as the subsidiary branches. The Children's Employment Commission make short work of the difficulty. 'The inference,' they say, 'from 'the description of the conditions under which the manufacture of 'tobacco is carried on, is that it is desirable to place it under the 'Factory Extension Act.'

VI.—BLYTHSWOOD DISTRICT.

Population in 1861.	Number of Children from 3 to 15.	No. on Roll. Day.	Proportion to Population.	No. in Attendance. Day.	Proportion to Population.	No. for whom Accommodation provided.
28,697	6177	4341	One in 6·6	4012	One in 7·1	6243

No. on Roll. Evening.		No. in Attendance. Evening.	School Roll of all ages.	School Attendance of all ages.
Under 15.	Above 15.			
13	78	85	4432	4097

Schools receiving Parliamentary Grants, Endowment, or Bequest Aid.

SESSIONAL SCHOOLS.

Free St. Peter's School,	Parliamentary Grant.
Free Anderston Church School,	Do. and Ferguson Bequest.
The Bishop's School,	Do.
Free Milton Church School,	Ferguson Bequest.

NORMAL SCHOOL.

Free Church Normal School,	Parliamentary Grant.

This district contains an area of 263 acres. Its population, by the census of 1861, was 28,697, being an increase of 2975 since 1851; and the children between three and fifteen were 6177. The scholars of all ages, by the unpublished census returns, were 4063. We found a roll of 4341, and an attendance of 4012, at the day schools, or 1 in 7 of the population. The district is the richest and most fashionable quarter in Glasgow; only on the outskirts, where it touches Anderston and Milton, does it come in contact with comparative poverty. It contains no public works of any kind, but perhaps there is no district in Glasgow where children are in greater demand for one kind of labour. They are employed in running errands, and in all the shops. The district belongs in very unequal portions to St. George's parish (with 3036), and the Barony (with 25,661). Parts of the Barony have been taken to form the *quoad sacra* parishes St. Stephen's and St. Matthew's, but we doubt if it would be possible, and it certainly would serve no useful purpose, to attend to these subdivisions. St. Stephen's, St. Matthew's, the Barony, and St. George's, have all sessional schools

elsewhere, but none of them are represented by special schools in Blythswood. The schools divide themselves into these groups:—

	Roll.	Attendance.
3 Sessional, . . .	608	531
1 Episcopalian, . . .	238	170
22 Private Adventure Schools—		
(*a*) Girls only, . .	683	652
(*b*) Mixed, . . .	1368	1292
1 Charity (girls only), . .	60	60
1 Public School (for boys only), .	557	480
1 Normal School, . . .	827	827
	4341	4012

The sessional schools, with one exception, receive Government aid. Two of them have grants from the Ferguson Bequest. They lie on the outskirts of the district, and attract children, not only from the less wealthy part of the Blythswood population, but also from Clyde, Anderston, and Milton. Two of them might almost be described as mission schools. Their fees are from 2d. to 3d. a week, and the children belong to the poorer classes. The third is a large and flourishing school of the highest sessional type. Its fees are paid quarterly, and are from 2s. 6d. to 7s. 6d. a quarter. In this school were 20 boys learning Latin, 12 children learning French, and both music and drawing were taught in a superior style.

The Episcopalian school differs in no essential respect from a good sessional school. The Shorter Catechism is replaced by the English Church Catechism, which all the children without exception have to learn. The connexion also between the schoolmaster and the church is closer here than in the Presbyterian schools. There is an infant school in Milton district, under a female teacher, connected with the same church.

The private adventure schools are the great distinction of the district. Only one other district in Glasgow abounds equally in these institutions, but it will be found, when we come to describe Tradeston, that the character of the schools here and there is very different. We shall divide them into two groups—(1.) Schools for girls only; and (2.) Mixed schools.

(1.) Girls' schools are exclusively for the upper and middle classes; and the fees are from nine to thirty guineas, or even higher, for the session. For the most part they are managed by ladies, and not unfrequently a boarding and a day school are combined in the same establishment. This is not invariably the case. There is, for example, one very large school under the head management of a master, and where all are day scholars. Its size almost entitles it to the rank and position of a college for girls. More than 200 pupils receive their education at it. The teaching, in all cases, is conducted partly by governesses (resident in the case of boarding-schools), and partly by 'visiting masters.' In one school we found 13 masters and 8 governesses. We have been able to collect statistics of the numbers attending these schools, and you will probably be satisfied with this. It might have been interesting to ascertain

something more about them, but they hardly fell within the limits of our inquiry, and their directors were not inclined to tell us more. Within the precincts of most of the schools we were not invited to penetrate.

(2.) The mixed schools for boys and girls are of two kinds, for the upper and middle classes, willing and able to pay high fees, and common schools for the children of poorer parents. We may dismiss the latter with a very few remarks. They are of no great importance. They represent a roll of 244, and an attendance of 209 children. They are quite as good as private adventure schools of this class mostly are or can be. They have no endowment or aid of any sort, and have to struggle against difficulties to which schools aided by Government are strangers. The fees are from 2d. a week at the lowest to 12s. 6d. a quarter for all branches at the very highest. They have no very abiding existence, and hold out no great prospects to those who conduct them. The emoluments in one case were £35 a year, the expenditure £20. In another school we found a mistress who had been trained at a Normal school teaching forty boys and girls at an average rate of 3s. 6d. a quarter. Her annual expenditure we did not learn, but house-rent, coals, etc., must have made serious inroads on her income. In a third school (also under a mistress) the school-pence came to something less than £10 a year; but here the fees were very low, the numbers small, and some of the children taught gratuitously. Only three children here were above eight years of age, and the dame evidently looked on her work rather as a labour of love and a means of doing good than of gain. The same teacher had an evening-school, where she taught a few servant-girls to write and cipher. Her day and evening school yielded her generally £10 a year, but they had sometimes been a loss. "'At odd times she 'sewed a little for her support.' Two of the schools, and two only of this class, did we find affording a fair education, and, by comparison with the others, a fair remuneration to the teachers. As a rule, there was only one master or mistress in each school. The accommodation was generally adequate, but in one case it was eminently the reverse.

The other class of mixed schools is the most important, that, namely, for the upper and middle classes of the district. To these, as a general rule, we were freely admitted by the teachers. The exceptions were so rare that it would be ungenerous to dwell upon them, when we have the more pleasing duty of acknowledging the courtesy with which we were received, and the readiness to give information when the nature of our inquiries was made known, and when we were able to assure all those to whom we wrote, in the words of your instructions to us, that the 'Commissioners would 'scrupulously respect private interests.' Our schedules were as well filled up as we could reasonably expect; and we believe that we ascertained all that was essential, or that you would care to know about private adventure schools of the high class to which we now refer. In every case we learnt with sufficient accuracy the number of scholars, and were enabled fairly to estimate the quality

of the education. We give the result of our inquiries under four heads:—

Roll and attendance of pupils.
Branches taught.
School fees.
Quality of education.

(1.) The attendance of scholars is nearly the same as the roll. The former is 1292, the latter 1368. The sexes are pretty equally represented. In some of the schools girls above twelve or thirteen are taught separately, but in others they and the boys continue together till the end of their course. On the propriety of this or otherwise, and on the question of mixed schools generally, we do not presume to offer an opinion. According to their practice, the teachers were themselves divided in their views, but, on the whole, thoughout Glasgow, the advocates for mixed schools were in the majority. Scotland as a rule gives her sanction to them, in her parish and sessional schools. Holland is in favour of mixed schools. France is against them, though even in France M. Cousin, as is stated by Mr. Arnold in his report on education in that country, calls 'the objection to mixed schools a widespread error, which 'makes female education an almost insoluble problem, and directs 'against it the whole weight of his authority.'

In estimating the numbers given above, we have omitted schools for writing and arithmetic alone—for the scholars at these schools are represented elsewhere, and were we to take their pupils into separate account, we should not unfrequently have the same boy or girl doing duty twice. To avoid this double reckoning, therefore, we have omitted them entirely from our list. Even with this omission, we have no doubt overstated the number of scholars in these Blythswood schools. For as in Edinburgh, so here also it is usual to select classes in two or three different schools. A boy or girl learns writing in one, arithmetic in a second, and English in a third school. We are not prepared to say that the system has no advantages, if only the selection be discreetly made. But the best arrangement assuredly is where all the elementary and ordinary branches are taught under one roof and one responsible head. In many Glasgow schools, however, even where there was nominally one head-master, his authority and responsibility were apparent rather than real. The subordinate masters of writing and arithmetic were practically independent. They got the fees for their own classes, and merely handed over to the head-master a percentage for each scholar. It certainly would have lightened our labours had the system of 'taking classes' in different schools been less common, or altogether unknown. Against the over-estimate that we may and must have made in some cases, we may set those children who are taught at home by tutors and governesses. These probably are equal in numbers to those who have been returned twice.

(2.) Branches taught.—Besides the ordinary branches of an English education, many others are more or less taught in these schools. Thus, out of seven schools, with an attendance of 900 scholars, 70

were learning Latin, 4 Greek, 27 French, 13 mathematics, 11 were learning drawing, and 209 music. The Latin, Greek, and Mathematics, however, especially the two former, are of a very elementary kind. Boys who intend to prosecute these studies more fully go to the High School or the Academy; and it is very often as a preparatory for these schools that a six months' course of Latin Grammar is finally administered at the English schools.

(3.) The fees are high in comparison with those of the sessional schools. Each branch is paid for separately. If all the ordinary branches were taught in the same school, as part of a system under one head-master, the arrangement would be far more economical. The subjoined may be taken as an average of the rate of fees per quarter:—

English,	12s. 6d., 15s., 18s.	Drawing,	£1, 1s.
Writing, 10s. 6d. } together, 18s.		French,	£1, 1s.
Arithmetic, 10s. 6d. }		Dancing,	£2, 2s.
Latin,	12s. 6d.	Gymnastics,	15s.
Greek,	12s. 6d.		

(4.) The character and quality of the education have been partly indicated already. Of Latin and Greek and Mathematics we have nothing more to say, because the schools are not professedly for these subjects. The best of the schools are very good. They are conducted by well-educated and experienced men. We cannot say this, however, of them all, and we should not be inclined to put the average of excellence as high as in sessional schools. The best, if we take into account not only the teaching, but the tone of the school and the manners of the scholars, and the greater refinement generally apparent, are probably better, but others, of considerable pretension too, do less real work. But if parents are not only careful in the choice of a school, but able to judge for themselves between good and bad, there is ample provision in Blythswood for the wants of the upper classes, so far as an English education is concerned. If, on the other hand, they either select carelessly, or are misled by any other cause, they may wander about among very unsatisfactory instructors of youth, and have cause to marvel at the ignorance of their children after many years schooling, and to mourn over time and money much misspent. Some of the propectuses, even of good schools, are too ambitious. They promise much moral training, and profess too many and too high branches. They will not stand the test of very close inspection. This, however, is a mere matter of taste, and it may be that showy and pretentious prospectuses, like advertisements, serve a useful end. In speaking of the schools, we have described them as for boys and girls. But for these words the prospectuses substitute mostly young ladies and gentlemen. This may be quite correct; but we think no one will defend the use of the words 'miss' and 'misses' for girl and girls. We met these objectionable words not only in prospectuses, but doing duty in daily school work. In one aggravated case 'missy' was the form employed in addressing little girls. It may seem a trifling matter to notice, but an unfavourable impression may very readily, and not altogether unreasonably, be formed of the style and

tone of a school where an old word is thrust out of sight, and a very mean substitute preferred; and if, without having given offence by our remarks, we can bring about the banishment of the offensive words from Glasgow schools, we shall think we have done good service.

There remain on our list of schools one free school for girls, the Free Church Normal school, and a public school, entitled the Academy. The two first are treated each under its proper head.

The upper school in this district is styled the Academy. Its history and constitution are thus described:—'The Glasgow Academy is a public school, intended to afford the best means of acquiring a sound and comprehensive education, and carefully adapted to meet the various wants of the present time. It was erected by a body of shareholders in 1846, with the express view of providing for the west end, and the city in general, a thoroughly equipped educational institution, in which the study of classics and mathematics should be combined in a greater measure than usual with systematic instruction in the English, French, and German languages, and other useful branches of knowledge.' It consists of two departments—a preparatory English school for boys under ten, and a classical school for those above that age. It does in the west end of Glasgow the work that the High School performs in the Central district. It is under the charge of a rector, with masters in each branch, subordinate to him. The rector and the masters are appointed by a board of trustees. We would, had our limits permitted it, have given some account of the working of the school. We must content ourselves with saying that it is most efficiently taught in every branch, and that it does much (we had almost said everything that is done) in the west end of Glasgow to supply a truly liberal education for boys of the upper and middle classes. It deservedly enjoys the confidence of the community. It is a pity that more of the boys attending it do not follow up the education they receive by attending a session or two at college. On this subject the rector says:—'I have to regret that so few direct their course to a university education. The long vacations at college have recently been urged as a strong reason against the prosecution of these studies. With the view of removing this objection, I have arranged that we shall have classes specially adapted to meet their case. After finishing our regular course, such students may return to those classes during two subsequent sessions, and thus occupy the time which might otherwise be lost.' Very few have been found to take advantage of this boon.

VII.—MILTON DISTRICT.

Population in 1861.	Number of Children from 3 to 15.	No. on Roll. Day.	Proportion to Population.	No. in Attendance. Day.	Proportion to Population.	No. for whom Accommodation provided.
33,360	8668	4099	One in 8·1	3403	One in 9·8	4647

No. on Evening Roll.		No. in Evening Attendance.	Total enrolled Day and Evening under 15.	School Roll of all ages.	School Attendance of all ages.
Under 15.	Above 15.				
231	331	412	4172	4661	3815

Schools receiving Parliamentary Grants, Endowment, or Bequest Aid.

NORMAL SCHOOL.

E. C. Normal School, . . Parliamentary Grant.

SESSIONAL SCHOOLS.

Milton Sessional School, . . Parliamentary Grant.
St. George's do. do. (Boys'), . Do.
Do. (Girls'), . Do.
St. George's F. C. School, . . Do. and Ferguson Bequest.
South Woodside School (F. C.), . Do. do.

MISSION SCHOOLS.

Garscube Road School, . . Ferguson Bequest.
Meuse Lane do., . . . Do.
Maitland Street do., . . . Do.

SUBSCRIPTION SCHOOL.

Blackquarry School, ... Ferguson Bequest.

EPISCOPALIAN SCHOOLS.

St. Jude's School, ... Parliamentary Grant.
St. Mary's do., . . . Do.

ROMAN CATHOLIC SCHOOLS.

St. Joseph's Mixed School, . . Parliamentary Grant.
Do. Girls' do., . . Do.

Milton is bounded on the north by the Canal; on the west by the Parliamentary boundary and the Kelvin; on the south by Woodlands Road; and on the east by Port-Dundas Road. It contains 388 acres, with a population at last census of 33,360, being an increase of 8881 over the census of 1851. By the census of 1861, the children between three and fifteen years of age were 8668; and the number of all ages at school, according to the unpublished returns of that census, was 4347. By our returns, the children in attendance were 3403, being about 3 in 8, the pro-

portion to the whole population being almost 1 in 10. Here are many of those great engineering and iron foundries for which Glasgow is famous. There are also spinning and weaving factories, saw-mills, and cooperage, soap, and salt works, oil-manufactory, etc. etc. So numerous and extensive are these gigantic undertakings, that, in the upper part of the district especially, the atmosphere is often loaded with steam and smoke. The population consists, as may well be supposed, to a considerable extent, of the operatives employed, and their families, and of traders more or less dependent upon them.

Established Church Normal School.

This institution is situated in Milton district, but is elsewhere referred to under its proper heading.

Sessional Schools.

There are six sessional schools in this district, the aggregate attendance at which amounts to 1088. It will be unnecessary to go into the details of these schools, as these do not essentially differ from those applicable to other districts. With a single exception, and it affected by circumstances of no public interest, the schools of this class are quite equal to any others in Glasgow. In one of them, indeed, the writing was very deficient, and the discipline and order were by no means satisfactory; but this was owing to the master being allowed only a single pupil-teacher to aid him in managing 110 children, unruly, untutored children, belonging, many of them, to mere labourers, and about a fifth of the whole Roman Catholics. As descriptive of one of the schools, we may quote a few sentences from our journal:—'This school is situated 'in the heart of the great iron-works, the very atmosphere being 'dense with the smoke and steam of the furnaces. The neighbour-'hood is of a very mean order, dirty and disagreeable. The school-'rooms, considering the district, are well adapted for the purpose; 'and, being divided, admit of the classes being carried on without 'interfering with each other. The playground is small, but no 'more can be obtained. It is assigned to the boys, while the girls 'amuse themselves in the street. The school is in charge of a 'committee of Barony kirk-session; and the Shorter Catechism is 'taught, the Bible read, and oral instruction, in the shape of re-'marks and queries, given. In a few instances of Roman Catholic 'children, the parents objected to the Catechism, and their objec-'tions were at once given effect to. Apart from this, so little was 'the circumstance of the school being under Church auspices 'thought of, that the majority of the children belonged to Dissent-'ers. The school fees were formerly paid weekly, but the number 'of children applying for admission was so great that the fees were 'now taken monthly. The effect was that the poorer classes 'disappeared,—so the master said,—and the character of the 'school was changed in a very marked manner. We scarcely ap-

'preciated the force of the statement, for we have not often seen 'poverty more impressively represented than in the tattered dress 'of many of the children.' The teaching in these sessional schools is on the whole excellent; and it is the fault of the children or their parents if the former do not acquire a good elementary education.

Mission Schools.

There are four mission schools in the district, with an attendance of 481 children; and, if we except a petty school in Stirling Street, supported by a benevolent lady, they are wholly under the auspices of the United Presbyterian Church. They are excellently taught, one of them especially; but they are deficient in other respects. The accommodation is not good, and the playground is the public street. For this we do not blame the managers. They did probably the best they could in the circumstances, having a limited choice and limited means at their disposal; but the fact remains. Again, the schools are crowded beyond their capacity, rendering the rooms unhealthy and uncomfortable, and preventing the business from being conducted with quietness and order. In one of the schools, consisting of two apartments, the teaching was necessarily carried on (there being only a single teacher) in one of them; and in this apartment, capable of containing only 91 children, 144 were crammed. In another school, there was only accommodation for 165, while the children belonging to it numbered 248. In the third school, although not to the same extent, the crowding is undoubtedly excessive. In another respect the managers of these schools have made a mistake. The teaching-power is, in most of them at least, flagrantly deficient. In one of the schools, with a roll of more than 300 children, there is only the master, an assistant, and a mistress. In another, with 248 on the roll, the master has only the assistance of a mistress, to whom the very young children were handed over. It was painful to see young children yawning or sleeping on the back-benches, with nobody to look after them, while the master was engaged teaching the other classes. In the third school, although there were two apartments, there was only one man, the master, to take advantage of them, and unassisted he had a roll of 144 children to look after, divide into classes, and instruct according to their capacity and attainments. The fourth school in the district, already briefly noticed, as supported by a lady, is taught by a mistress. It is situated in a flat in a common stair in Stirling Street, Cowcaddens. The lady pays the rent of the schoolroom and the other outlay, and gives the teacher ten shillings a month. No fees are exacted, and the number of children on the roll is 60, although 35 is about the average attendance. As the object of these institutions, great and small, is to attract poor and neglected children, the fees do not exceed a penny a week, while provision is made for giving numbers of them a gratuitous education. Notwithstanding that the school rate is fixed so low, and that many pay no fee, there are great numbers of children running wild in the neighbourhood; and the teachers

assured us, it was almost entirely owing to the apathy and dissolute habits of parents, not to their poverty, that so many devices had to be fallen upon to get hold of the young.

Subscription School.

This school is situated at Blackquarry, at the junction of Garscube and St. George's Roads. Any one paying 10s. into the treasurer's hands is entitled to vote in the election of a teacher. The money thus raised is expended on repairs, taxes, feu-duty, etc.; but, in point of fact, as much is levied from the subscribers as is necessary to disburse these liabilities. Unless to this extent, the school may be considered a private adventure. The school-room is large, well lighted and ventilated, and exhibited a vitality not often met with. The teacher is a man of great respectability, and seemed assiduous in his attention to his scholars. There were 122 children in attendance; and in reading, spelling, parsing, the knowledge of the meaning of words, and construction of sentences, in writing, and especially in arithmetic, they acquitted themselves to great advantage. The master, now past middle life, has taught a school in the neighbourhood since he was quite a youth, and knows the district well; and, notwithstanding the various schools, he assured us that many of the children are running wild. Especially was this the case with the lowest class of the population. They were not sent to a school like his, where 2d. a week was the lowest fee; and schools for children paying a lower fee, or who would be taught gratis, were still a want. Mr. M'Arthur has also an evening class, which, unlike most of the sort, is carried on the whole year. This he manages by turning it into a morning class in summer and an evening class in winter.

Episcopalian Schools.

There are two schools in connexion with the Church of England in this district, the attendance at which is about 340.

St. Mary's, or, as it is better known as Dobbie's Loan school, is planted in a very populous district. It was erected by a gentleman, a partner of a great firm of sugar-refiners at Port-Dundas, who has spared no expense in its construction and appointments. There is an excellent playground and offices attached; and adjoining is what appears to be a separate building, but is only a continuation of the other, separated by a strong wall. It is empty, but the same gentleman proposes to have classes organized, and to employ it for giving an education to lads and men, whose early training has been neglected. He has placed the school under a committee of St. Jude's Church. Nominally the committee is 'appointed by sub-'scribers,' but he furnishes the money necessary for its support, and is himself to a great extent the committee of management, in no way, however, interfering with the free action of the master, who is a very superior person in every way. The head-master is assisted by four pupil-teachers, whose qualifications were not of a

high order; and a pupil-teacher was in charge of a class of juveniles in the floor below. The branches are precisely those taught in sessional schools, and the teaching was equal to the best of them, so far as the opportunity went, for a large proportion of the boys were ragged and barefooted, while the better-dressed formed a decided minority. A mistress attends an hour each day to instruct the girls in sewing. She stated that few of their mothers could sew; and that she was not only teaching the young, but, reflexly, their mothers, whose only knowledge of sewing and cutting out clothes was derived from their young daughters attending school. With regard to the composition and religious instruction of the school, the children are gathered from all classes of religionists without distinction. The master accepts the wishes of the parents as to the religious teaching which they wish to be given; and accordingly, when asked by a Roman Catholic to exempt his boys from this part of the programme, he willingly consented; and when asked by Presbyterian parents to substitute the Shorter Catechism for the Catechism of his own Church, he at once complied, for although warmly attached to his own communion, and evidently a conscientious man, he found no difficulty in teaching either or both. There was nothing sectarian in the admission to the school, and he was evidently determined there should be nothing sectarian in the instruction. He reads the Bible; employs the Church of England Catechism, when not otherwise requested; and gives simple explanations, chiefly in the form of question and answer, on the Scripture lesson of the day, and the instances have been rare in which parents have either inquired or interfered. The master expressed the difficulty he had in obtaining good pupil-teachers. He is in favour of Government inspection, and in speaking of the Codes, approved of 'results' as a test of efficiency, but thought it absurd to insist upon 'attendance,' as this was entirely beyond the teacher's control. The other school we have casually adverted to elsewhere.

Roman Catholic Schools.

There are four Roman Catholic schools in Milton, exclusive of a small adventure school. They are connected with St. Joseph's chapel, and are superintended by the resident priests. They are exclusively for children of their own church. There were 560 children on the roll, but the attendance was under 500. Two of the schools are behind the chapel, and form a part of the building. They have been long in use. In the one, 154 girls, and in the other 161 boys and girls, are taught by two nuns, assisted by pupil-teachers and monitors. The other two schools are conducted in an excellent new building on the other side of the road, and are taught by three mistresses, not belonging to any religious order. The buildings are very suitable, if we except the playground and offices of the older establishment; and although in it the accommodation provided falls slightly short of the standard, this is only to be considered if we have regard to the number of children on the roll, as it is sufficient for the ordinary attendance. The benches

and equipments are good, and the apartments are all clean and well-ventilated. The accommodation in the modern building is much in excess of what is required. The children are gathered from the neighbourhood. They belonged to mechanics and men employed in the great works, and a great proportion to ordinary labourers. They were chiefly Irish. Numbers were respectably dressed, but the majority was barefooted and in rags. They were clean, however, and healthy, and much more respectful in their manners than the same class in Protestant schools. In the nuns' senior class, besides religious instruction, the girls were taught reading, writing, arithmetic, geography, English grammar, and needlework. In the first three of these branches, we examined them carefully and in detail, taking class by class, and setting aside the assistance of the mistresses, and we do not hesitate to say that they were in all respects equal, and in some superior, to the Protestant schools of the same grade. The visit was unexpected, and consequently unprepared for. The first class read with fluency and accuracy, their spelling was good, and they readily showed that they appreciated the meaning of the passages selected. In the junior classes, especially in the second class, there was similar aptitude. The writing was not superior; but the knowledge of elementary arithmetic was gratifying, and the formation of the figures particularly so. In mental arithmetic the greatest excellence was shown. They multiplied, reduced aggregates to pounds, shillings, and pence, and ascertained quantities with surprising rapidity and accuracy. In the nuns' junior class, on the floor above, the children were mixed,—boys and girls,—and much younger. Many of them were learning their letters; and, up to the expectation that could be formed from their ages and home condition, they were making fair progress. In both schools the children were healthy and cheerful, and the ladies by whom they were superintended and taught appeared to be earnest teachers and accomplished women.

In the schools on the other side of the road, the teachers were also females; and in all respects the description of the nuns' schools is applicable to them. The lessons in both were substantially the same, and the manner of teaching and progress made were equally satisfactory. In the various branches, we found boys in advance of the girls,—in mental arithmetic strikingly so. The order and attention enforced by the mistresses we had not seen surpassed where masters were in charge. The third, or infants' school, composed wholly of boys, is only a junior branch of the establishment, under a separate mistress. There were 70 present, out of a roll of 100, and the space was somewhat confined. They are described in the schedule as learning reading and arithmetic, and so many of them writing. The description was to a great extent fanciful, so far as writing and arithmetic went, but the reading for boys so young was really good.

The evening-schools held in the same buildings fall under a different category.

The Rev. Henry Thomson, the senior clergyman of St Joseph's,

who himself takes a great interest in education, accompanied us, and furnished much valuable information in connexion with the educational statistics of Roman Catholics in Glasgow. A letter from him will be found in the Appendix.

Private Adventure Schools.

Of these there are six. Five of them are ladies' seminaries, one conducted by a clergyman, as head-master, and the others by ladies. The education at these schools is of a superior kind, and its various branches are under competent teachers of both sexes. They did not, strictly speaking, fall within the scope of our instructions, and we contented ourselves with procuring schedules, stating the numbers in attendance, and such other information as the parties were willing to communicate.

The only other private adventure is a week-day school for boys and girls in Stewart Street. The attendance was 37; but the schoolroom could have accommodated nearly double that number. It was a very primitive, but by no means a very promising undertaking. The children were of the most rude and ragged description,—literally, untamed young savages. The highest class was composed of boys and girls who could read and spell a little,—at least the half of them could. They had also copy-books, but the writing was by no means a favourable specimen of the art. The rest of the children could not read a sentence. The fees, the master said, were 2d. and 3d., and four paid 6d. a week, but it was difficult to imagine where the money came from. The master, who is an Irishman and a Roman Catholic, stated that he had been a distinguished scholar in Glasgow University; but his appearance sadly belied the boast, and his own writing and spelling would scarcely have entitled him to collegiate honours.

VIII.—ANDERSTON DISTRICT.

Population in 1861.	Number of Children from 3 to 15.	No. on Roll. Day.	Proportion to Population.	No. in Attendance. Day.	Proportion to Population.	No. for whom Accommodation provided.
40,945	10,120	3999	One in 10·2	3309	One in 12.4	3859

No. on Evening Roll.		No. in Evening Attendance.	Total enrolled Day and Evening under 15.	School Roll of all ages.	School Attendance of all ages.
Under 15.	Above 15.				
298	537	630	3644	4834	3939

Schools receiving Parliamentary Grants, Endowment, or Bequest Aid.

(1.) *Sessional Schools.*	
Sandyford Sessional School—Boys',	Parliamentary Grant.
Do. Girls',	Do.
Free St. Matthew's School,	Do.
Do. Girls',	Do.
St. Matthew's Sessional,	Do.
Do. New Sessional,	Do.
Finnieston F. C. School,	Do.
Anderston Burgh School,	Do. and Ferguson Bequest.
Do. Do. of Industry,	Do.
(2.) *Episcopalian School.*	
St. Jude's School,	Parliamentary Grant.
(3.) *Roman Catholic Schools.*	
St. Patrick's R. C. School—Boys',	Parliamentary Grant.
Do. Girls',	Do.
(4.) *United Presbyterian.*	
Piccadilly Schools,	Ferguson Bequest.
Anderston English and Commercial Academy,	Do.

This district comprises an area of 693 acres, and contained in 1861 a population of 40,945, being an increase of 15,556 since 1851. The children between three and fifteen were 10,120, and according to the unpublished census returns, the number of scholars of all ages was 5381. Our returns show a roll of 3999, and an attendance of 3309 at the day schools, or 1 in 12·4 of the population. The district is bounded on the south by the river Clyde; on the north by Milton; on the west by the river Kelvin; and on the east by the Blythswood and Clyde districts. It contains grain, cotton, and other mills, and a few warehouses, with print and dye-works; but its building-yards, foundries, and iron-works are its chief distinction. The northern half is occupied by dwelling-houses of the upper and middle classes. The southern portion contains a more mixed population; but from the centre, west, and south, it is thickly peopled by the working classes. It is very unequally divided among three parishes—the Barony (with 40,082); St. George's (with 856); and Govan (with 7). It would serve no purpose to define the limits of the subdivisions of the Barony among the various *quoad sacra* parishes that have been formed out of it—St. Mark's, Sandyford, St. Matthew's, Anderston, and the Park. We content ourselves with the notice of their existence, and in classifying the schools will pay no further attention to them.

	Roll.	Att.	Roll.	Attendance.
There are 10 Sessional Schools,			2357	1991
2 United Presbyterian,			574	421
1 Episcopalian,			273	229
2 Roman Catholic,			360	252
7 Private Adventure,—				
(*a*) 4 for girls,	263	253	435	416
(*b*) 3 mixed,	172	163		
			3999	3309

The sessional schools are mostly aided by Government grants, and their teachers are, in that case, certificated. Some of the masters have besides attended one or more sessions at a university, and in two schools at least, this has been their only professional training. It is fair to add that these two schools are as well taught as any in the district. The subjects taught in these schools are the ordinary branches. In the best of them you will find four or five boys learning Latin, and as many of both sexes French. Nearly a half of all the children are taught drawing and music. The singing was in some cases not only pleasing in itself, but generally useful as a means of keeping order in the school. The French and Latin did not mean more than an elementary acquaintance with the rudiments of either language, but it was something to find that, under many discouragements, a little attention was still paid to Latin as one of the traditional subjects of our parish schools. The fees are from 1d. to 5d. a week, paid weekly, monthly, or quarterly. In some of the schools a great many children are taught gratuitously. In one school, with 184 children, we found 73 on the free-list, many of them orphans, 6 the children of sailors, educated at the cost of the Seaman's Society, and 15 the children of paupers. In another there were 30 children out of 116 on the free-list, many of them also orphans. These orphan children are not only educated, but a 'Home' has been provided for them by one or more societies of charitable persons connected with the churches in this district. In most of the schools of which we are speaking, we heard loud complaints of the children shifting about from school to school: in some degree arising from the shifting demand for labour, but still more from the migratory habits of the people themselves. They are ready to change their school, their dwelling, and their place of work on any pretext, and seem to like change for its own sake. Hence few of the children remain longer at one school than two or three years. They also leave school early to go to work. They find employment in the shipbuilding yards and foundries, in boiler-makers' and engineer works. As a rule, the teachers did not think the parents so impressed with the value of education, as a means of advancement in life, as to keep them at school beyond eleven or twelve. Those who stayed longer, although the children of mechanics and skilled workmen, went mostly to offices instead of following their father's occupation, this being looked on as a rise in social position. The unaided sessional schools were not equal to the average of the others, and not to be mentioned in the same category with the best. Their accommodation was bad, and their teaching power insufficient. Their existence, however, is, as it were, accidental, and in all the eight districts on the north side of the river there are scarcely more than half-a-dozen such. We shall have a little more to say of them when we cross the river.

The Roman Catholic schools have been noticed under a separate section by themselves. The teacher in the boys' school in Anderston is a layman. He was trained at Hammersmith. The teachers in the girls' school are Franciscan Nuns.

The Episcopalian school is independent of the Episcopalian

Church in Scotland. The arrangements, however, and the character of the school, are such as we find in ordinary Episcopalian schools. We may notice, however, that here the children are not obliged to learn the English Church Catechism; but, as a fact, very few of the children (of whom half are Presbyterians) object to the religious teaching. The school is a good one. The teacher has been trained in a Normal school. The financial and other arrangements are wholly in the hands of the minister and managers; and the school and the teacher are, as it were, a part and adjunct of the church and clergyman. The fees are 1d., 2d., and 3d. a week.

The schools connected with the United Presbyterian Church are two in number. Their fees sufficiently indicate that they are not by any means mission schools, being in the one case 2d., 3d., and 4d., and in the other 4d., 5d., and 6d. a week. In one of them the fees are always paid quarterly, and in the other weekly payments are becoming more and more the exception. The class of children at the schools is the same as at sessional schools. In one of them, indeed, they are quite the higher orders of the neighbourhood, being the children of shopkeepers, master-builders, cap-manufacturers, engineers, foremen of different works. The high fees attract a better class. For though not so strongly as among merchants, professional men, and our upper classes in the west end, the caste feeling does exist to a considerable extent in Anderston among those who are in easy circumstances of the shopkeeper and foreman class. They prefer a school with high fees, as being more 'genteel.' Although connected with the United Presbyterian Church, the children are of all denominations, with only a very small sprinkling, however, of Roman Catholics. Very few persons are found who prefer these schools on the ground that they have no Government aid. Both of the schools enjoy the Ferguson Bequest. One of the churches also contributes largely towards the expenses of the school, and by this means, and by the fees, keeps a sufficiently large and efficient staff. In the other case, the managers give the school rent-free, but in other respects allow the master to shift for himself. In self-defence, therefore, it may be that his fees are the highest in the neighbourhood. Originally, we believe, one of the schools was really such a mission school as we find in the Central and High Church districts. It was planted in a very poor locality, in a very humble building, and with either no school fees, or very moderate weekly payments of 1d. All this is changed,—the scene of its operations, the nature of the school premises, the rate of fees, and the mode of their payment.

The private schools are mostly for girls of the higher classes. We have received the accounts of their numbers, but must confess our inability to give any account of the quality of the education. The branches taught include modern languages, with music and drawing, and the fees are as high as in the Blythswood schools, with which they are on an equality. The ordinary adventure schools have a very precarious existence in the district. One master complained that the free-lists of sessional schools interfered seriously with his success. He was obliged to combine another

profession with that of schoolmaster. We can only say, for the sake of all concerned, teachers and taught alike, that the sooner private adventure schools for the lowest classes cease to exist the better.

IX.—TRADESTON DISTRICT.

Population in 1861.	Number of Children from 3 to 15.	No. on Roll. Day.	Proportion to Population.	No. in Attendance. Day.	Proportion to Population.	No. for whom Accommodation provided.
38,600	9708	2912	One in 13·2	2491	One in 15·5	2730

No. on Evening Roll.		No. on Evening Attendance.	Total enrolled Day and Evening under 15.	School Roll of all ages.	School Attendance of all ages.
Under 15.	Above 15.				
12	251	225	2685	3175	2716

Schools receiving Parliamentary Grants, Endowment, or Bequest Aid.

SESSIONAL SCHOOLS.

Kingston School,	Parliamentary Grant and Ferguson Bequest.
Gorbals Sessional School,	Ferguson Bequest.
John Knox's F. C. School,	Grant from Education Committee.

MISSION SCHOOL.

Laurieston Congregational Home Mission School,	Ferguson Bequest.

This district, on the south side of the river Clyde, comprises an area of 419 acres, and its population in 1861 was 38,600, being an increase of 8798 over the census of 1851. The number of children between three and fifteen was 9708. The unpublished census returns of that year gave 5174 scholars of all ages. Our inquiries make out a roll of 2912, and an attendance of 2491, at the day schools, or one in 15½ of the population. Nor are the numbers the worst symptom of the low educational state of Tradeston, for they may partly be explained by the fact that many of the children go to schools on the north side of the river. The accommodation is inadequate, and in many cases most wretched, and the quality of the education is, with some exceptions, very bad.

The district lies wholly within Govan parish. It has six schools connected with churches, with a roll of 1208 and an attendance of

1030; nineteen private adventure schools, with a roll of 1628 and an attendance of 1399; and a school in Govan poor-house, with a roll of 78 and an attendance of 62.

The six schools connected with churches divide themselves into two groups—(1.) Sessional and (2.) Mission.

1. *Sessional Schools.*—Two of these are connected with the Established, and one with the Free Church. One of them will pass muster, as far as the mere education is concerned. But what shall we say of its accommodation? The entrance to the school is mean and offensive. An iron gate with open bars separates the passage that leads to the school building from the street. At the end nearest the school door is an open place with two compartments, one for boys and one for girls, and a common corner for both. It is wanting in everything that can conduce to decency. There is no playground attached to it. The room is so insufficient that the children have to be taught in detachments, one lot being out at play, or at home, or on the streets, while the other is at school. A little chamber off the main apartment helps to accommodate a few boys under a pupil-teacher, but it is insufferably hot, in consequence of an adjoining bakehouse, whose wall is also the wall of the schoolroom. The master himself was painfully conscious of the deficiency of the accommodation. He told us that many parents complained of the wretched entrance, and the want of a playground, and that a school in the neighbourhood had been lately opened and in a few days filled to overflowing, simply because the buildings were suitable, airy, and attractive. If, then, this is the best of the sessional schools, you will not be surprised at our account of the others. We copy a page or two from our journal. Of one we say, 'This is a very wretched school,—building, situation, teaching power and scholars. It has but one master, with '150 children on the roll. They are of the poorest classes, and 'their fees are from 1d. to 3d. a week. The teacher has not been 'specially trained for his work, nor does he intend to prosecute 'the profession of a teacher. The school is in a court or lane. It 'consists of one long low apartment over a hay vault, and opposite the ash-pits of the houses adjoining the court or lane. In 'this den are crowded together upwards of a hundred children 'about ten years of age. The teacher is, of course, unable to meet 'the wants of his scholars. It aggravates the evil that his other 'duties occasionally require his absence, and the employment of a 'substitute. The progress of the boys and girls was very bad. The 'order also was poor; and the constant reference, amid much din, 'to "severe thrashing," and the calls to a kind of monitor to "take 'their names down that were speaking," showed that punishment 'was not unknown, and little regarded. The sub-division of classes 'and diversity of books were puzzling. We examined three or four 'of the highest classes. They all read badly; not one of them 'could do the multiplication-table; and the whole style was slovenly 'in the extreme. Whenever a boy or girl paused in reading, it was 'the custom for those of the class who thought they knew the word 'to call it out. We were not surprised nor sorry to hear that

'parents very often withdrew their children after a short experience 'of the school; and a sight and smell of the buildings.'

Of another of these schools we find it recorded: 'This school is 'a disgrace to the locality. As regards premises, order of children, 'and progress made, we can say nothing favourable. We had some 'difficulty in finding the place. Down through a wretched lane, 'up a dark rickety stair—where we nearly fell over half a dozen 'boys amusing themselves by rolling down head foremost,—we 'passed into a room, into which there shortly afterwards poured 'about 100 children. These the teacher has to deal with single-'handed. It would have been painful to make any searching 'examination, so we listened to a little reading, asked an easy 'question or two, and examined the writing of the school. It 'could not have been worse.'

2. *Mission Schools.*—For convenience' sake, we classify these schools under this head. But they want some of the essentials of the class to which perhaps they belong. In so far as they are connected with a church, and depend entirely on voluntary contributions and school-pence, they answer to the name. But their fees are from 2d. to 5d. a week, paid monthly or quarterly. They are set down in good localities. The poorest and most destitute classes are not to be found in them;—that field is left exclusively to the lowest class of private adventure schools. Apart, however, altogether from their name, these schools do excellent service in the district. All the arrangements are good—teachers, school buildings, and playground. If they have a fault, it is that the staff of masters is scarcely sufficient. Two of these schools (meeting however in the same building, but divided into two departments, under separate teachers) have only recently been opened. They were those of which we had heard complaints, that their attractions had helped to empty some of the less favoured schools in the neighbourhood. It is a most significant fact, that within a few weeks of their being opened, there were in the one department 362, and in the other 307. Numbers also had daily to be refused admission, as the rooms were already overcrowded.

Before passing from schools connected with churches—Sessional and Mission,—we add a notice of the pecuniary aid they receive, irrespective of the buildings:—

The six schools receive of voluntary subscription, . .	£33	4	6
One of them under Government inspection receives a grant of	15	0	0
Three are aided by the Ferguson Bequest, and receive .	30	0	0
The total amount of pecuniary aid from all sources is .	£78	4	6

Three of the masters in these schools have had Normal or other training. In three of the schools there are no children above twelve, and in the rest, forty-nine are above that age. Here, as elsewhere, there is an early demand for children's labour, as errand boys and girls, and in the engineers' shops and building-yards—for Tradeston resembles Anderston, to some extent, in the nature of its public works. The population is by no means wealthy, but

at the same time there are many people 'well to do,' and in easy circumstances,—shopkeepers, engineers, ship-carpenters, foremen of works, mates, sea-captains. They largely patronize the private schools. These are nineteen in number, with a roll of 1628, and an attendance of 1399. One of them perhaps ought to be excepted from the list, namely, the 'secular school,'—for it was originally a subscription school, and is connected with the Science and Art Department of the Privy Council; and from that and other sources, apart from the fees, it derives an income of about £100 a year. But although it was set on foot some years ago by a society of persons anxious to try the experiment of a purely secular school,—on the model of a similar institution originated in Edinburgh by Mr. Combe,—the connexion between the school and the society is now little more than nominal. It retains its original name and character, but it is to all intents and purposes a private adventure school, affiliated, as any other school might be, with the Science and Art Department of the Privy Council, and receiving certain pecuniary advantages from that connexion. It is the only secular school in Glasgow, and is well supported and well ordered. One-half of the parents, we were told by its master, give it a preference, because religious teaching is excluded from it. As if in marked contrast to it, the other schools in the neighbourhood seemed to pay more than usual attention to what are called in school prospectuses 'religious exercises.' By this term is meant, generally speaking, the opening of the school with prayer, the reading of the Bible, and the learning of the Shorter Catechism. But more is required and done, with the consent and approval of the parents, in some of the schools in Tradeston. Thus, in one of the best of them, with six classes, we found the following arrangements in the time-table. 'Monday Morning.—*Sixth Class.*—'Sabbath's text and abstract of sermon. *Fifth Class.*—Sabbath's 'texts and heads of sermons, and sixteen lines of a psalm or para-'phrase, accurately repeated with explanation. *Fourth Class.*—'Sabbath's texts and heads of sermons. *Third Class.*—Sabbath's 'texts, and twenty-four lines of a paraphrase repeated accurately 'from memory. *Second Class.*—Sabbath's texts, and eight lines of 'a paraphrase repeated accurately from memory.' On the other days of the week, the two highest classes had the Shorter Catechism with proofs, and a Bible lesson. The junior division had the Shorter Catechism (without proofs), a Bible lesson, and the repetition of a few lines of a paraphrase from memory. The lowest class of all (children between five and eight) were exempt from those religious exercises.

In regard to the quality of education generally among the private schools, it was not equal to that given at the Government inspected schools in other districts of Glasgow. The cost was greater, for the fees of the private schools were from 7s. 6d. to £1, 1s. for the ordinary branches of an English education. Some of the adventure schools, however, were under able management, and gave their children a good education; others were fair, and others bad. Some disadvantages they share in common. The school buildings

have almost always been converted to their present purpose from private dwellings, and are in fact both the house and business place of the teacher. The staff of masters was not always sufficient for the numbers, and this, with the character of the accommodation, led to what we could not but think a mischievous arrangement of time and school hours. Thus the senior division, we will say, came to school from nine till eleven. They had then an interval of three hours, when they returned to school. The junior division occupied the school from eleven till two. Again, even where the master himself was good, we too often found that the assistants were untrained and ignorant lads from college, who supported themselves in this way. In one good school, for instance, we listened to a lesson on history. The teacher stuck closely to his book, and looking at each clause, put leading questions, carelessly worded, and very badly answered by the children. The subject was Edward I. The text-book said, 'Edward is charged with the massacre of the Welsh 'bards. On this story, whether it is true or false, our poet Gray 'founded his celebrated ode.' Unfortunately for the examiner, the next sentence went on:—'The title Prince of Wales, borne by 'the eldest son of the British sovereign, was first given to the 'young Edward, who was born at Carnarvon.' Misled by a glance at the first five words, he asked the title of Gray's ode. One boy at length replied, 'The Prince of Wales,' and was immediately promoted to the top of the class! Some of the schools were really bad. These were, however, adventure schools for the poorer classes of children, whose chances of a fair educational start in this district are at present sufficiently slender. We venture once more to copy from our journal. Of one school we say: 'This is a paltry school. 'It is in an upper flat of a mean dwelling-house lying back from 'the street. The children are poor, and are taught in detach-'ments. There is but one master for 130 children. There is 'said to be room for 160, but we doubt if as many could stand 'packed together. The noise from a smithy outside was over-'powering. In consequence, we conducted our examination in a 'kind of pantomime; the children, indeed, seemed to hear what 'we said, but they were quite inaudible to us. The rent paid for 'the school was £14; the fees were 2d., 3d., and 4d. a week.'

The next notice in our journal is: 'This is very much worse 'than the last-mentioned school. The apartment is stiflingly close, 'packed with boys and girls; capable of holding comfortably eight 'or ten, it had at least forty. The master is old, and a cripple. It 'was nearly midday when we called, and the schoolmaster at once 'began to toss about their caps to the different boys. The caps 'lay in a heap by his chair. It was "twelve hours," he said, as 'an explanation for the immediate dismissal of his poor boys and 'girls. The fees here are 3d. a week. The master had also an 'evening school, and does a little "factoring" in the neighbour-'hood, *i.e.*, he acts as agent in collecting the rents of some small 'houses about him.'

You will not be surprised to hear that schools of this character are not very permanent institutions. Three of the poorer class of

schools were closed, and their masters and scholars had gone, we know not where, in the interval between the filling up of our papers of inquiry and our visit to inspect and examine them.

We add a few statistics applicable to the whole district:—

10 of the teachers (not reckoning assistants) have been regularly trained.

227 children out of 2424 (for the returns of the rest were not fully given) were above twelve.

221 were learning the elements of Physical Science.

601 ,, Music from notes, and 40 the piano.

215 ,, Drawing.

47 ,, Latin.

12 ,, French, and 5 were returned as learning Greek.

One great ambition of many of the boys in this district is to qualify themselves for situations as engineers in steamers, and other similar works. In consequence of this, we found some attention paid to mechanics, and a number of boys being specially prepared to pass the examination required, we believe by the Board of Trade, for chief and assistant engineers. The fees are from 2d. to 3d. a week in the cheapest schools, to a guinea or thirty shillings a quarter in the highest. The schools for girls charge from 4s. to £2, 10s. a quarter. In one case they were given at the highest as £8 a quarter. In our list of the schools we have omitted one, or it may be two, boarding-schools for girls.

X.—HUTCHESONTOWN DISTRICT.

Population in 1861.	Number of Children from 3 to 15.	No. on Roll. Day.	Proportion to Population.	No. in Attendance. Day.	Proportion to Population.	No. for whom Accommodation provided.
44,018	11,173	3557	One in 12·3	3162	One in 13·9	3403

No. on Evening Roll.		No. in Evening Attendance.	Total enrolled Day and Evening under 15.	School Roll of all ages.	School Attendance of all ages.
Under 15.	Above 15.				
233	167	323	3460	3997	3485

Schools receiving Parliamentary Grants, Endowment, or Bequest Aid.

SESSIONAL SCHOOL.

Gorbals F. C. School, ... Parliamentary Grant.

UNDENOMINATIONAL SCHOOL.

Gorbals Youths' School, . . Parliamentary Grant.

MISSION SCHOOL.

Greenside Lane School, . . .	Ferguson Bequest.

ROMAN CATHOLIC SCHOOL.

St. John's Boys' School, . .	Parliamentary Grant.
Do. Girls' do., . .	Do.

CHARITABLE INSTITUTIONS.

Hutcheson's Hospital School, . .	Endowment.
M'Farlane School, . . .	Do.

Hutchesontown district is bounded on the north by the Clyde; on the west by Nicolson Street, with its continuations to railway boundary; and on the south and east by the railway boundary. It contain 442 acres, with a population, at last census, of 44,018, being an increase of 12,614 over the census of 1851. By the census of 1861, the children between three and fifteen years of age were 11,173, and the number of all ages at school, according to the unpublished returns of the census, was 5253. By our returns, the children in attendance were 3162, being about 3 in 11; the proportion to the whole population being about 1 in 14. In this district are many of those enormous iron and brass foundries, works of engineers, dye-works, weaving-factories, mills for grinding and sawing, cooperages, and manufacturing establishments, for which Glasgow is famous. The population is very much moulded by this circumstance, and we find those varieties of position and character to be looked for in the vicinity of these great industrial interests. In fact, Tradeston district, which we have just described, although more affected than Hutchesontown by the sea-going portion of the community, is to a great extent identified with the other; and these two gigantic suburbs may be regarded as one when we are discussing the educational state of the population lying on the south side of the Clyde.

SESSIONAL SCHOOL.

There is only one sessional school in the district, situated in Buchan Street, in the immediate vicinity of Gorbals parish church. It is a Free Church school; and has upon its roll 830 or 840 children, more than 500 of whom are under ten years of age; and only 22 are above thirteen. They belong exclusively to the working classes; and although some neat specimens of map-drawing were shown, the education is necessarily of a purely elementary kind. The teaching in all the branches was excellent, and so was the discipline, which, considering the crowded state of the school and the shifts that have to be resorted to, affords good evidence how well fitted the head-master is to control and manage so many conflicting elements.

The teaching staff consists of a head-master, a male assistant, two mistresses, and twelve pupil-teachers, the master supervising rather than teaching, and the female teachers taking charge of the junior department. The school would be completely overcrowded were the master not constantly refusing enrolment. With a view

to check these applications, and to secure regularity of attendance, he some time ago abolished the weekly fee, and now collects the school-pence monthly or quarterly. This has had the effect to a considerable extent of weeding the school of the poorest class of children, but whether they have gone to the streets or to other schools he could not tell. In connexion with irregular attendance, he had sixty children sent and paid for by at least half-a-dozen parochial boards, and he has others paid for by private individuals; but there is a marked difference to the worse in their attendance from that of other children. These inquiries into the habits of the pupils led him to express his aversion to any Code that would make attendance a condition of granting public aid; for it is often impossible for a master with all his efforts to secure a sufficient attendance, and it invariably happened that the children whose attendance is worst give the greatest trouble. In the building every available space has been employed for teaching purposes. The janitor's house has been converted into a class-room, and even the sheds in the playground have been turned to the same account. The master is firmly persuaded that a national system, supported by a proper and properly enforced education test, will alone overtake the masses of the population.

The school is visited every week by the Rev. Mr. Cumming, Free Church minister. These visits give great satisfaction, and the earnestness shown by the rev. gentleman to promote the interests of the school is much to be commended.

Mission Schools.

There are two mission schools in Hutchesontown, both connected with United Presbyterian congregations. There are 465 children attending these schools, 82 of them under six years of age, and 258 under ten years of age. The one is in Greenside Lane. It is a large schoolroom, but neither the lighting nor ventilation is good. There are two divisions, one composed of boys, taught by the master, and the other of girls, taught by the mistress, and three or four little ragged urchins are employed as monitors—an arrangement sufficiently preposterous. The children were rude and ill-behaved, and the discipline was a mere negation. The education was very inferior, but the Babel of tongues made it extremely difficult to pronounce authoritatively on the subject. Schools of this kind, in our judgment, are in many respects most objectionable. They are considered more respectable than the inferior class of adventure schools, are better attended, and the master does not require to exert himself to the same extent to draw a class, because, from their connexion with some particular church, the managers are expected to take an interest in them, and to see that they are properly conducted; while all the time there is no efficient supervision, no regular inspection, and there are none to whom the principal masters are responsible. The managers of the congregation, whose school this avowedly is, have withdrawn their connexion with it, pay the master no salary, and have left the affair very much in his own hands. Only in the

one circumstance, that he pays no rent or cleaning, does the school differ from a private one. The master is not certificated; neither is the mistress. The income of the school, irrespective of a congregational collection of £12, which is applied for cleaning, etc., is about £150, of which the male teacher receives £110, and the female teacher £40. Were farther teaching power acquired, this would reduce the dividend secured by the dual arrangement. The fact is, the male teacher in this case, like many others in Scotland, only uses the office as a stepping-stone to the ministry. His ultimate ambition is the pulpit, and in the meantime, to maintain himself during the years of study, he submits to what he considers a drudgery. Such a man's heart can never be wholly and devotedly in his work. He may do his duty after a sort for the sake of conscience and the cash, but he cannot be intrusted with laying out plans for the welfare of the school. The present undertaking we considered as substantially a failure, and as affording an excellent illustration of the difference between a well-appointed, regularly-inspected school, and a school that is allowed to rub on as it best may.

The other mission school is situated in Thistle Street. It resembles in nearly all its characteristics the one we have just described, not excepting the circumstance of the church-managers having ceased to pay the master's salary, preferring to give him £10 and a free school, and leaving him to make the most of the fees. The schoolroom, originally a dwelling-house, is badly ventilated and low-roofed, and the space is much too limited for the numbers who attend. The writing was (if anything) better than in the other school, and the discipline was (if anything) worse. The teaching force is altogether unequal to the task, the pupil-monitors being the only assistance the master has. The master—a worthy enough man—complained greatly of the irregularity of attendance, which he ascribed to the payment of weekly fees. Another source of annoyance was the withdrawal of children from school that they might be sent to work. He had given certificates to children about to enter printfields, who could not read the twopenny-book, but they had been at school the statutory period. He had been asked, and had given great offence for refusing, to give certificates of attendance to children who had not attended school; and he knew a person who professed to keep a school but did not, who freely gave these certificates to all applicants at a shilling a head. He stated a circumstance, in connexion with an evening school that he keeps, which proves how completely teachers of his class are at the mercy of their pupils. We had been expressing an opinion greatly derogatory of some very ornate copy-lines in use, and hinting that eccentricities of penmanship which went far to conceal and perplex the text, might advantageously be shorn of their exuberance, when to our surprise he interrupted us with, 'Oh, I quite agree with you, 'but I dare not interfere. The young people who attend my class 'think these ornaments beautiful, and were I to enforce plain writ-'ing, they would believe I was keeping them back, and would leave 'the school.'

Both these schools are largely patronized by the parochial boards.

Undenominational School.

The only institution in the district which may be so described is the Gorbals Youths' School in Greenside Street. It was founded thirty years ago by subscription. The site was obtained from Hutcheson's Hospital, for a guinea of ground-annual, as a contribution to the cause of education; and a grant was given by Government towards the erection of the building. The subscribers choose the schoolmaster, and the school is annually visited by a committee of directors. The attendance of children is 643, more than a half of whom are under ten years of age. The teaching is undoubtedly excellent, and the discipline is of the strictest kind. With regard to the senior department, every part of the work is thoroughly done. The master has twenty years' experience to guide him, and the high degree of proficiency of many of his scholars, and the promising state of all, incontestably prove with what benefit to them his knowledge and zeal have been inspired. His staff of teachers is large. He has three male assistants, with five pupil-teachers, and three mistresses, with three pupil-teachers, so that, if we include himself, this gives a teacher to every forty-three children.

There is a marked peculiarity in this establishment, giving it altogether an exceptional character. Although nominally one, and subject to Government inspection, it is substantially a private academy and a mixed school. The under part of the building is appropriated to the 'Gorbals youths,' a class of children found frequenting the sessional schools, and receiving an education of a wholly elementary kind; while in the floor above is a middle-class school, attended by a superior order of children, whose instruction is carried beyond what is purely elementary, to grammar, geography, writing to dictation, etc. To employ the superintendent's own illustration: 'The one school is fed by the masters, the other by 'the men.' The attainments of the higher class are more advanced, the attendance being more regular, the time at which the children are kept at school more prolonged, and the care bestowed on their training more anxious. The anomaly, however, deserves notice, how far it is consistent with the intentions of the Legislature, that, while superintending and deriving higher emoluments from this superior set of classes, the head-master should be in charge of a poorer set of children, for whom it was the intention of the Legislature to provide, and on whose account he receives his own grant, and the valuable aid of such a staff of assistants. The manner of raising the 'voluntary contribution,' in order to meet the Parliamentary grant, we also felt some hesitation about. If not mistaken, the master reckons the excess of fees derived from the higher class of children as a portion of such contribution, and deals with the assumed rental of the school-house as a similar asset, a mode of calculation which did not quite tally with our view of the requirements of the Code. We make these observations solely because they seem called for in the circumstances, and to suggest inquiry, and with no intent to cast suspicion upon the integrity and well-earned reputation of the master.

Roman Catholic Schools.

These schools, two in number, but under the same roof, are planted in Warwick Street,—the very centre of the district where the population resides for whose benefit they exist. Like all the other Roman Catholic schools, the buildings are very superior,—high-roofed, well lighted and ventilated, and specially adapted for teaching purposes. The upper floor is occupied by girls, who are taught by a Franciscan nun and four pupil-teachers; in an adjoining room, a junior division is taught by another nun; while the lower floor is occupied by boys, taught by a certificated master (not a Marist Brother) and three male pupil-teachers. Both the master and mistress are certificated. The children were mostly barefooted and poorly clad, and belonged chiefly to mere labourers. There were nearly 400 children at these schools, and above 300 of them were under ten years of age. Considering that the staff of teachers is large, perhaps excessively so in the girls' school, a more advanced state of education might have been expected; for, if we except the junior classes of the girls, the attainments of the children generally were by no means satisfactory. This is more to be ascribed to the habits and indifference of both parents and children than to any lack of zeal on the part of the teachers. Of grammar and geography the children literally know nothing. In preparing for examination under the Revised Code, these branches were completely neglected.

The priest attached to the adjoining chapel of St. John's is recognised in the Government certificate as superintendent of the schools. He appoints the various teachers, and is himself not responsible to anybody. Were the diocesan to dismiss him, he would yield obedience, in the belief that his superior had sufficient reasons for so acting; but in thus submitting himself, he would rather be acknowledging the ecclesiastical than the educational authority of the bishop.

Charitable Institution.

Hutcheson's Hospital School in Crown Street, one of the greatest institutions of the kind, is in this district, but the details will be found under the proper head.

Private Adventure Schools.

If we except a small seminary, where twelve girls are taught by a mistress, there are three adventure schools in this district—all of them crowded to the door, but none of them fulfilling the condition of superiority. The first is in Wellington Place. It is large and commodious, and was attended by 411 children. When visited, the master had been absent for some time, and a *locum tenens* represented him. The school was ill kept and dirty, and wanted that neatness and good arrangement that we are accustomed to associate with schools of the better sort. The children were such as are to be found in sessional schools, which they were likely to attend if the district were better supplied. The head-master was assisted by an English master, a teacher of mathematics, and two mistresses. The teacher of mathematics conducts also the writing, arithmetic, drawing, and music classes. The mistresses are not trained, have had little experience, and were promoted from the benches to be teach-

ers. The reading was excellent, the spelling and arithmetic rather deficient, and the writing greatly so. There were no pupils acquiring Latin or French, although the prospectus included these among the branches taught. In no respect, except the want of proficiency, did the institution differ from a sessional school. Let us suggest a belief, however, that had the master been at his usual post, it would have presented a more hopeful aspect. The next in order, as in size, is the Rutherglen Loan School, attended by 142 boys and girls, nearly all of them under ten years of age. It consists of a second floor of a rickety building, and is low-roofed and ill-lighted. From the size of the room, it is found impossible to admit all the scholars at once. On the day when we examined it, there were 150 present, more than double the number the place can accommodate with anything like comfort. Nothing else than disorder and confusion were to be looked for, and this expectation was not disappointed. The room was poorly furnished. A map of Europe had it all to itself. We felt persuaded that to the want of suitable accommodation and apparatus was any want of success to be attributed. The master belongs to a class preparing for the ministry, and when we visited his school he was absent in Edinburgh attending the Theological Hall, and his place was occupied by another student.

The third and last adventure school is in St. Ninian Street. It is approached through a dirty close, and by an outside stair, and consists of two rooms, one of them occupied as kitchen, parlour, bedroom, and junior class-room all in one. In the large room, lighted by a single window, were a few crazy forms, fast going to decay; benches there were none. Both rooms were packed full of dirty ragged children, looking rosy through dirt, and evidently belonging to the very poorest families in the district. There were forty-seven present, and some of them were accommodated in the kitchen-bed. The air was loaded with noxious smells, and it was a relief to escape into the open street. The education had no reality about it. There was all the buzz and fuss of a school, but there were no results. Tried by the Revised Code, it would be annihilated. The master is an Irishman and a Roman Catholic, and he and his wife divide the labours between them—the wife having the lighter share, as she has the cooking to look after. One girl, whose capabilities he was desirous to parade, we found had only come from St. John's Catholic school three weeks before; and a boy, who he assured us was the 'qualifiedest' in his school, gave but indifferent proof of his attainments. He said he had many Protestant children at school, but the cumulative assertion shrank into a claim for one Protestant child, whose ecclesiastical descent proved on examination to be of a very doubtful kind. He is willing and is accustomed—so he said—to teach Popery or Protestantism, by turns or together, as suited the taste of the parents. On the whole, it was a problem to us how parents should prefer a school like this to the splendid institution of St. John's in the immediate neighbourhood, where the fees are no higher, and the instruction infinitely superior, at least in all the externals of its communication.

PART II.

HIGH SCHOOL.

THE grammar school is of ancient date. It is probably older than the University. Previously to 1834 it was strictly a grammar school, but at that time changes were made, which, in the course of their full development, have modified its constitution. The office of rector was then abolished, the number of classical masters was reduced from four to two, an English master was introduced, and other changes were made that were supposed to suit the requirements of the time. The school is situated in the Central district. Not many years ago it had an opening into one of the main streets of Glasgow, but in the course of time it has been enclosed by other buildings in front, and the school is now approached from less important side-streets. The main entrance is a short open lane, flanked on one hand by a church, and on the other by dwelling-houses. You pass through the lane into a square court of about one fourth of an acre in extent, which forms the playground of the school. One side of the square is occupied by the school buildings. They are substantial and moderately good, but deficient in lightness, and their accommodation in some cases was inadequate for the numbers in attendance. Their equipments and furnishing were bare, and altogether the buildings and arrangements scarcely befit the sole burgh or grammar school of a city like Glasgow. The site of the present buildings is convenient for the great mass of the city population, but is far away from those quarters where classics, mathematics, and the higher branches of education are esteemed, and from which a classical school might be expected to draw its main supply. It was probably the situation of the High School, among other things, that led to the founding of its rival, the Academy in the west end of Glasgow.

The school is under the patronage of the Magistrates and Town Council. They elect the masters, whose tenure of office is for life. They order all the arrangements. Out of the funds at their disposal they provide an annual endowment of £50 to each of the two classical masters, and to the master of modern languages. At present there is one retired master, who enjoys a similar allowance from the burgh funds, and £100 in addition from his successors in office. Beyond these very moderate sums the school has no endowment, and no provision is made in the way of retiring allowances for masters incapacitated by age or any other reason for the performance of their duties. The fees go entirely to the masters, each in his own department.

The school is divided into six departments:—Classical, Modern Languages, English, Mathematical and Commercial, Writing, Drawing. Each of these is quite independent of the others, and boys may attend any one or more of the departments that they

choose. It is only in name, therefore, the High school or grammar school of Glasgow, and is, in reality, a collection of six schools loosely strung together. They are within the walls of the same buildings, have the same playground, are under the same directors or patrons, but beyond this they have no community of interests. In Edinburgh it is only through the gateway of classics that a boy can enter the High school, and provided he takes a classical course he may select such other branches as he pleases. Here it is otherwise, and no restriction whatever is placed on entrance to the school. This is clearly put by the patrons in their report, and is dwelt upon as a special feature and recommendation of the school. 'The 'school,' they say, 'is divided into several departments, each con-'ducted by its appropriate master, an arrangement attended with 'obvious advantages, as, by the division of labour, every master 'has his peculiar group of subjects, to which his exclusive attention 'is constantly directed; and he therefore, it is presumed, becomes 'more competent to communicate instruction than a teacher who 'has to profess all branches. By this plan also parents and guar-'dians have the power of selecting such studies as may be deemed 'most suited to the general interest or intended profession of the 'pupil, without being compelled to enrol him in all the depart-'ments.' A boy attending the writing class alone is as much a High school boy as one following out a classical and mathematical course.

As there is no rector, the masters have formed themselves into a society, and each of them in rotation is chairman. This is absolutely necessary, in order that the working of the different schools may proceed harmoniously, and that the time table for all may be fairly adjusted. Even with this arrangement, it has been found impossible to avoid some confusion of classes. The mathematical class, for instance, and the highest Latin and Greek class meet at the same hour.

The total number of scholars at the High school is 660.

In the classical department there are 290. Eighty of these are learning Greek. There are in all, in this department, five classes, representing a five years' course. The fee for each class is 15s. Boys who complete the course are carried on from the Rudiments to Cicero, Horace, Virgil, and Livy in Latin, and to Xenophon, Homer, and Herodotus in Greek. Very few, however, do complete the course, and many boys leave the High school for business or for the University at the end of the third or fourth year. The masters teach six hours a day, and on alternate years seven hours. Each class is divided into two sections, composed of those who attend three hours a day, and of those who attend only two hours, for to suit the convenience of pupils and their preference for other than classical studies, attendance at each of these classes for more than two hours is not compulsory. According to the almost universal custom in our schools, each classical master carries the same boys from the lowest to the highest form, and each class advances 'a remove' year by year, an arrangement which, in the circumstances of the case, is the only one that could possibly work.

In the English department we found above 400 boys. The fee

for one hour is 10s. 6d. or 12s. 6d. The fee for two hours is 15s. One master and an assistant teach all these boys in classes from ten till four o'clock each day. In this department there are two sections, one for beginners and one for more advanced boys. All the ordinary subjects included under English are taught, except geography. By a special arrangement of the patrons, the English master is not allowed to teach this subject beyond Bible geography and the outlines of our own country.

In the mathematical and commercial department are nearly 500 pupils, of whom 150 are learning geography, and the rest arithmetic and mathematics. The head-master has two or more assistants. It is a matter of special arrangement that geography shall be taught in this department. It seems at first sight as if it belonged rather to the English department, and should be taught by the English master as one of the ordinary branches in his course. By the present system, parents pay a separate fee of £2, 2s. a year for this subject. The fees for geography are 10s. 6d. a quarter; for arithmetic, 10s. 6d. for one hour, and 12s. 6d. for two hours daily; and for mathematics 15s. 37 pupils are learning algebra and Euclid.

In the writing department there were 490 boys. The fee here is 7s. 6d. a quarter for one hour, and 10s. 6d. for two hours daily.

In the modern language department, French only is taught. The numbers here were 118. The fees are 13s. 6d. a quarter.

In the drawing department were 92 pupils. The fees here are from 10s. 6d. to £1, 1s. a quarter for one hour daily; and from 14s. to £1, 10s. 6d. for two hours. The masters in the two last departments give only a few hours of their time each day to the High school. All the other masters devote their whole time and energies to it, and have no classes elsewhere.

From the above statement it will be seen that the branches which at one time were subsidiary have ceased to be so, and that classics, if we judge by numbers, and consequently by emoluments, are somewhat cast into the shade. The English and mathematical masters are in a much better position than their classical colleagues, and even the mechanical art of writing yields a much larger income than Latin and Greek. That arises in part, no doubt, from the lower estimation in which classics are now held than was once the case in our country; and partly, also, from the line between our schools and universities being ill defined. As it is, the burgh schoolmasters, who teach Latin, Greek, and mathematics, complain that their province is unduly poached upon. The elements of Greek, rudimentary Latin, and still more elementary mathematics, are taught in the universities. An entrance examination, if practicable, that should close one of these classes altogether, and should raise the standard of the others, would go far to encourage our burgh schools, and would relieve the universities of the intolerable burden of 'gerund-grinding,' and transfer it to the fitting shoulders of the schoolmaster. It is only fair to add that, tested by results, the burgh school in Glasgow, in spite of its want of system, will bear comparison with any school in the city. Only one other, indeed, the Academy, is at all on an equality with it as a classical school. If the patrons had time or opportunity to consider the condition and prospects of

their excellent school, we might suggest one or two questions worthy of their attention:—(1.) The provision of retiring allowances; (2.) The introduction of a more systematic course; (3.) The improvement of the classical masters' position; (4.) The need of more liberal arrangements in the way of school equipments; (5.) The removal of the school to a more favourable site.

NORMAL SCHOOLS.

GLASGOW claims (we believe justly) to have had the first Normal school in Britain regularly organized for the systematic training of teachers. Its founder was the late Mr. Stow. There are now two Normal schools in Glasgow, connected respectively with the Church of Scotland and the Free Church. They are situated within a stone-cast of each other—one on the borders of Blythswood district, and the other over its boundary in Milton. They are most efficient and flourishing as training-schools for teachers, and as practising-schools for the education of boys and girls. In speaking of them, we will regard them first as training-colleges for teachers, and next as schools for the young.

(1.) The training department in each case is under a rector or principal, and a sufficient staff of teachers and lecturers. In the two Normal schools, at the time of our inquiries, there were above 240 students—in the Church of Scotland Normal school there were 108, and in the Free Church Normal school 138. Of the whole number, 18 in the former and 32 in the latter were self-supporting. It is noticeable that nearly all the self-supporting students were females. Only one male was self-supporting in the Church of Scotland Normal school, and four in the Free Church Normal school. On this subject, Mr. Gordon, in his report for 1864, says:—'The 'families of the female students are commonly more able than 'those of the other sex to maintain them at the seminary, and they, 'unlike the males, having scarcely the choice of any other occu- 'pation so suitable as that of teaching, there is, perhaps, on their 'part, the greater and more willing effort to prepare for it.' At present the number of students is considerably less than at the date of our inquiries; but the numbers are still equal to the demand for teachers. The overstocking of the market with teachers trained and qualified for their work, was an evil sure to follow had the old system continued longer in operation. The check given in this direction is a useful one, and will ultimately tell favourably on the position of the teachers themselves. They will command a higher place and a better remuneration than was likely soon to have been the case under the old system. The great proportion of candidates for bursaries or Queen's scholarships in the Normal schools have been pupil-teachers. This is naturally to be expected; but some restrictions have been recently made in one of the schools that threaten to

confine admission entirely to them. In the prospectus for 1865, the managers of the Church of Scotland Training School announce:—'A limited number of female candidates, who have not been 'pupil-teachers, will be admitted; these must be above eighteen 'years of age. *No male candidates will be admitted as bursars who 'have not been pupil-teachers.* When female candidates, who have 'not been pupil-teachers, secure a place among the successful, a 'proportion of the twenty bursaries set apart for female students 'will be given them; but the proportion will in no case exceed one-'fifth.' Such restrictions have not always existed here, for, in answer to our inquiries on this subject, the principal kindly sent us the following information. In the four years preceding 1865, 34 males and 38 females, who had not been pupil-teachers, gained bursaries; and of these, 18 males and 19 females gained first-class bursaries. In the Free Church Normal school there are no such restrictions, except as to age; and 190 students, other than pupil-teachers, have gained scholarships since its opening up to the present time. Of these, 91 were males and 99 females. 'Some of 'these,' the rector informs us, 'have occupied high places in the 'examination, and, as a whole, they have taken a good position.' He is of opinion that students who have not been pupil-teachers, but have gained their scholarships by open competition, come to their work with fresher minds, and without that feeling of caste, which, from their early training, marks strongly both the male and female pupil-teachers. On obtaining their bursaries, the students are required to declare in writing their intention, *bona fide*, to adopt and follow the profession of teaching in elementary schools, and to grant, along with a responsible surety, an obligation to repay the scholarship in the event of their not doing so. The subjects of examination for studentships are, in the main, reading, writing, arithmetic, geography, and Scripture history, with Euclid (Book I.) and Latin grammar for young men, and domestic economy and sewing for young women. The candidates who obtain the minimum number of marks are arranged in order of merit, irrespectively of their having been pupil-teachers or not. As a general principle, the order of merit regulates also the admission; but not necessarily so, the selection being left with the school authorities, who, if there is no room for the admission of all, may reject some and prefer others, who, it may be, are lower on the list. The successful candidates, those, namely, who have passed the examination, and who have satisfied the school authorities, receive scholarships from £20 to £24 for males, and from £15 to £18 for females. They do not live in college; but in lodging and boarding-houses, or with their parents or friends in town. They enjoy the bursaries and the Normal school training for two years. At the end of the first year they are examined as to their progress, and at the close of their two years' course they pass a final examination for their certificates. During their two years' attendance at the schools, they are trained with an exclusive view to their future profession; and it must never be forgotten what that is—'the office of teacher in schools for the 'labouring classes.' From a time-table, kindly furnished us by

the rector of one of the schools, we find that the young men of the first and second years have their work thus apportioned:—

Hours a week.	First Year—Subjects.	Hours a week.	Second Year—Subjects.
6	Arithmetic, Algebra, and Geometry.	7	Arithmetic, Algebra, and Geometry.
5	Geography and History.	5	Geography and History.
3	Grammar.	3	Grammar.
3	Bible Lessons.	3	Bible Lesson.
3	Latin.	3	Latin.
4	Music and Drawing.	3	Music and Drawing.
2	Reading and Writing.	2	Reading and Writing.
2	Lectures on School Management.	1	Lecture on School Management.
2	Teaching in the Practising School.	2	Teaching in the Practising School.
30		1	Criticism of Student's Teaching.
		30	

This programme is occasionally varied. In order to give the students greater experience in teaching and school-management, they are sent twice or thrice each session, for a week at a time, into one or other of the practising-schools, not, however, to teach, but to mark the arrangements of the school and the teaching of an experienced master. They have to give a written account of their week's observation. Criticism, of course, is strictly forbidden, and it is their duty simply to record what they have seen. They are also called upon to give lessons on subjects selected by the master of method, in the different departments of the practising-schools. These lessons they give in the presence of their fellow-students, and the mode in which each student performs his task is afterwards criticised by those who have been present as auditors. These lessons are quite independent of and apart from the two hours' teaching that they have in the classes of the practising-schools every week. In the Church of Scotland Normal schools it is only the students of the second year who enjoy the privilege of teaching. Their occupation in the several departments is thus stated by the rector: 'They are divided into five equal divisions, corresponding to the 'number of departments in the practising-school. Each division 'practises for four weeks in its appointed department, and is then 'transferred to another. Every student, male or female, thereby 'has an opportunity, in the course of a year, of teaching every sub-'ject that he is likely to be called on to teach in any school attended 'by the children of the labouring poor. While teaching they are 'closely superintended by the principal teacher in each department, 'who not only directs them in regard to methods, but from time to 'time himself teaches before them. The rector also attends regu-'larly and overlooks the whole.'

From our general description and from the programme it will be seen that the work is sufficiently severe. The subordinate place

that Latin occupies is worthy of your notice. In the examination for studentships it is confined to the grammar, and even then is entirely optional. In the course of the two years' attendance at the Normal schools, the time devoted to it is quite insufficient for any one to acquire an adequate knowledge of it. By adequate knowledge we mean such as has been deemed essential from time immemorial in the teachers of our parish schools. And again, in the final examination for certificates, it of course cannot occupy a prominent place. In that examination, besides the ordinary branches of an English education, certain others are, or have been heretofore, left optional. The young men have been invited to select one, and one only, of these higher branches, viz., physical science, mechanics, higher mathematics, English literature, and Latin. From Mr. Gordon's report of 1861, we find that while 'twenty-one students 'out of twenty-seven selected mathematics, and six physical science, 'the other optional subjects, including Latin, were unchosen by 'any.' In fact, the final examination is confined to the ordinary branches, and no substantial or immediate inducement is held out to the students to take up the higher subjects; and the only reason why Latin occupies a place at all in the weekly programme of the students' course is because of its traditional and hereditary claims to acknowledgment in the Scotch national system, and not because it is of any value in regard to the certificate. The time necessarily occupied in those subjects that tell in the examination is a barrier to its more careful or general study; and our own experience and observation of both schools led us to the conclusion that, although nominally in the programme, Latin is really not learned within them much if at all beyond the merest rudiments of grammar. The students have always before them the truth brought out boldly and nakedly in the final examination, that reading, writing, and arithmetic are not the essentials only, but 'the all,' as it were, of the education that the State, as such, professes or intends to foster.

On leaving the Normal schools with certificates, the students of both sexes enter with as little delay as possible on situations for which their training has qualified them. They have no difficulty in finding work to do. They are eagerly sought after as assistants and principal teachers in schools of every kind, parish, sessional, subscription, private adventure, mission, or otherwise. A few of them find their way to the University; and with a view to the more general practice of this, one of the enactments of the Free Church Normal school is, that 'students who during their two years' train-'ing have given proof of distinguished ability in classics or mathe-'matics, combined with superior teaching power, may, should the 'Education Committee of the Free Church see fit, be encouraged 'to continue their studies in these subjects at the University, with 'the view of still further preparing themselves for their duties as 'teachers.' The female students have more difficulty than the others in getting situations, and hitherto at least the supply has been above the demand. Some of them, but with reluctance, take schools for sewing only. Others go to mixed schools under masters,

where they have to teach not only sewing to girls of the proper age, but the first steps in reading and religious knowledge to children of both sexes. There is a kind of school which they themselves prefer, that, namely, in which they have the sole control, and in which they have to teach all the branches that they themselves have learnt. A few of them go to infant schools. Some become governesses. Many in time marry and leave the profession, but as a rule, both male and female teachers follow it out. The annexed tables of males and females, furnished us by the rector of the Free Church school fully bears out this statement:—

I.—Female Queen's Scholars.

1. Total number from 1852 till 1864 inclusive,			187
2. Deduct those who died, or whose health gave way during their studies,			7
There remain to be accounted for			180
(*a*) Married,	6		
(*b*) At home,	1		
(*c*) Waiting appointments,	8		
(*d*) Gone to teaching,	165		
			180
Including those waiting appointments, it thus appears that 173 out of 180, or 96 per cent., have followed teaching.			
Of the 165 who have gone to teaching the following is the present condition:—			
(*a*) Married,			32
(*b*) Dead,			5
(*c*) Unknown,			3
(*d*) At home,			3
(*e*) Emigrated,			1
(*f*) Teaching,			121
Total,			165

II.—Male Queen's Scholars.

1. Total number from 1852 till 1864 inclusive,			325
2. Deduct (*a*) those who died or whose health gave way during their studies,	14		
(*b*) Those expelled,	3		
(*c*) Those waiting for appointments, but all to be teachers,	9		
		26	
There remain,			299
3. Of these there have gone—			
(*a*) To business,	3		
(*b*) To literature,	1		
(*c*) To College,	18		
(*d*) Unknown,	1		
		23	
			276
Or, taking those not appointed, the numbers stand thus:—			
Total number trained,			325
Deduct, not appointed,			9
Total to be accounted for,			316
Total who have become teachers,			276
Or 87·3 per cent.			

Of the 276 who became teachers, no less than 243 are known to be teachers still, *i.e.* after an interval, in some cases, of thirteen years. In the same time 10 of the same number are known to be dead, and not one is known to have misconducted himself.

(2.) The practising department of the Normal schools does not require a lengthened description. It has two objects in view:—To give the students practice in the art of teaching, and a sound commercial education to children of all denominations. It is amply provided with masters and pupil-teachers, and all the arrangements here are under the same principal or rector who has charge of the training department. In each of the Normal schools we found above 800 pupils from four to sixteen years of age. These were divided into four great sections,—Initiatory or infant, juvenile, senior, and industrial. In the Free Church Institution there are also a model and an intermediate school, each with its proper divisions or sections. The model school is intended to illustrate parochial or sessional schools of an average size in town or country. The intermediate school indicates little more, if anything, than a social distinction. It is for a class of children able or willing to pay higher fees than those in the ordinary and model schools. The name 'intermediate' has lately been substituted for 'middle class.' We refrain from a minute description of the schools, in which we spent several days with the greatest interest. The teaching throughout all the schools and all the departments is admirable. Indeed, if we take into account also all the arrangements out and indoors, the buildings and schoolrooms, the playground, the full staff of efficient masters, it is unequalled in Glasgow. It is no marvel that the schools are highly appreciated, not by the poorer classes only, but by those whose social position and circumstances would not entitle them to participate in 'capitation grants.' The school fees are from 5s. in the initiatory department to 12s. 6d. a quarter in the senior. In the model school they are from 4s. to 7s. 6d. a quarter, and in the intermediate or middle class school from 12s. 6d. to 21s. a quarter. The two highest rates (those, namely, in the senior departments of both schools, and those in all the departments of the intermediate school, *per se*, and apart from the circumstances of the pupils altogether), exclude the scholars from Government aid. All the usual branches of an English education, including geography, history, and grammar, are taught in the schools, and, besides these, algebra and Euclid for the advanced pupils. Only a few of the pupils earn Latin grammar, and none of them learn Greek. The infant department is really, to some extent, what its name implies, a school for infants. The same name exists in many of the schools in Glasgow, but, as we have noticed elsewhere, there is really (if we except, perhaps, some of the Roman Catholic schools, and one Episcopalian school) no such thing in them as an infant school, properly so called.

Such is a brief account of the Normal schools, with their two great branches, the training and practising department. The question remains, do they serve the great end for which they were intended, and do they send out such teachers as the country re-

quires for the general education of its people? The answer to this question depends entirely on the view taken of our educational requirements. If English, with writing and arithmetic, comprise all that is wanted, then the training and education that our schoolmasters, as a class, receive is amply sufficient. If, on the other hand, the country wishes and demands a higher national education, then something more is needed than the Normal schools impart. In this view of the case, the training of our schoolmasters is certainly too limited. Again, in any view of the case, it is too exclusively professional. From the day when a boy becomes a pupil-teacher, at the age of thirteen, he is set apart for his especial work. From this time forth till he emerges from the Normal school, his training is entirely among those who are intended for the same profession as himself, and, of necessity, a most narrow and unnatural tone is created and fostered. The remedy is to be found, to some extent, in a university education. All our Normal schools are in university towns. It might be made imperative on our future teachers to attend at least two sessions at College. This could be done before, or after, or during their attendance at the Normal school. Or again, it might be made optional on the part of some of the successful candidates to attend either the Normal school or the University. This would have the advantage of modifying the purely professional character of their training. And unless we wish education in Scotland reduced to the same dead level in point of quality, and our parish school system assimilated in all respects to the lower ideal of education existing in England, the teachers sent forth by the Normal schools will fall below our former traditions and requirements. Happily, some of them are conscious that more is needed than their studies as pupil-teachers, and a Normal school can give them, and, with much labour and self-denial, they supplement these studies afterwards by a College course, and even by taking a University degree. But these are comparatively few; and the great majority will, of course, be satisfied with what the Government requirements demand. At a time, too, when all the learned professions are advancing their standards; when medical and law students are required to pass entrance examinations in Latin —it seems rather anomalous to be training up schoolmasters unable to give them the requisite knowledge. It would be of less moment had we everywhere in Scotland an abundance of foundations, multiplied, as in England, through 'royal grants, private gifts, and be-'quests for the upper and middle classes.' For all our wants, we have only the parish school and our Universities. If the former fail us, the latter must ultimately suffer, though for a time they may stave off the danger by stepping themselves into the place of elementary grammar schools; but such an expedient is neither dignified nor safe.

Having said, reluctantly, so much in disparagement of Normal schools, we express, with much more pleasure, our sense of the benefits of their training, and the admirable quality of their education, as far so it goes. Those only can appreciate them fully who

have seen and suffered much in visiting schools taught by untrained masters. Without such experience, it is impossible to imagine how great a contrast two schools may and do present—and that even where the advantages, apart from the Normal school training, are pretty equal in the education and natural ability of the masters. There is, generally speaking, a precision and definiteness about a teacher trained in a Normal school. He knows what he wants to teach, and does not waste his efforts in desultory and unmeaning work. He economizes time and room and strength. His arrangements are so made that, even with the whole burden of a common school on his shoulders, he so directs the complicated movements of a hundred children of both sexes, of all ages and stages of advancement, that all shall be busy, and that no one either is or seems at any moment idle. Some, indeed, of the very best teachers have never been at Normal schools; but after all they only, by a natural gift and aptitude, devise for themselves the system which is daily presented to the Normal school student in his two years' course of training. Others, by much experience, and through many troubles, acquire an equal perfection in the art; but the advantages and necessity of a professional training (provided only it be not too exclusively professional from beginning to end) are as great for teachers as for the members of any other profession. The Normal school students are taught daily by the most skilful and experienced masters and lecturers. They see in them the best models for imitation. Their home preparation of lessons; the judicious amount of effort required of them without aid; the rules laid down and illustrated; the methodic distribution of time; and lastly, the opportunities they have of teaching—all these fit and prepare them for their future work in elementary schools for the poor, and for that there are no teachers to be compared with those who have been at Normal schools.

ROMAN CATHOLIC SCHOOLS.

The Roman Catholic schools in Glasgow are in every district except Blythswood, the High Church, and Tradeston. Indeed, it may be said that they are everywhere except in Blythswood, for Tradeston and the High Church are provided for in the Roman Catholic schools in the adjacent districts,—Hutchesontown and the Central. Counting the boys, girls, and infant schools separately, there are in all 23 schools. The annexed table shows the distribution of the 19 parochial and upper schools, the numbers on the roll and in attendance, and the teachers, whether lay, or belonging to religious orders:—

DAY SCHOOLS.

Name of School.		On Roll.		In Attendance.	
		Males.	Fem.	Males.	Fem.
CENTRAL DISTRICT.					
St. Mungo's Paro. School, Boys',	under Marist Brothers,	347	...	253	...
Do. do., Girls',	,, Sisters of Mercy,	...	225	...	178
Do. Academy,	,, Marist Brothers,	110	...	80	...
BRIDGETON DISTRICT.					
St. Mary's School, Boys',	under Marist Brothers,	301	...	235	...
Do. Girls',	,, Sisters of Mercy,	...	205	...	140
Do. Infants',	,, Sisters of Mercy,	50	103	50	103
CALTON DISTRICT.					
St. Andrew's School, Boys',	under Marist Brothers,	354	...	336	...
Do. Girls',	,, Franciscan Nuns,	...	128	...	128
Do. Infants',	,, Franciscan Nuns,	...	130	...	130
Roman Catholic Convent School,	,, Franciscan Nuns,	2	50	2	45
St. Aloysius' College,	,, Jesuit Priests,	61	...	61	...
MILTON DISTRICT.					
St. Joseph's Schools, Boys',	under Mistresses of no religious order.	145	...	112	...
Do. Girls',	under Franciscan Nuns,	...	154	...	110
Do., Infant School, Boys',	,, Mistresses of no religious order.	100	...	70	...
Do. do. Boys and Girls',	,, Franciscan Nuns,	19	142	15	100
ANDERSTON DISTRICT.					
St. Patrick's School, Boys',	under a lay teacher,	149	...	122	...
Do. Girls',	,, Franciscan Nuns,	...	211	...	130
HUTCHESONTOWN DISTRICT.					
St. John's School, Boys',	under Brother of a religious order, not Marist.	181	...	154	...
Do. Girls',	under Franciscan Nuns,	...	331	...	236
	Total,	1819	1679	1490	1300
		3498		2790	

Number of scholars above twelve (approximately), 175.

The schools divide themselves into three groups:—

	Roll.	Attendance.
16 Parochial,	3275	2604
3 Upper Schools,	223	186
4 Private Adventure,	335	315

What proportion these numbers bears to the whole Catholic population in Glasgow we cannot say, for that is an uncertain and fluctuating number. Taking it roughly at the moderate estimate of 80,000, it gives us 1 in 25 of the Catholic population attending the schools. To these add the evening attendance, 576

The boys and girls at the industrial schools in Abercromby Street, ... 106

And at the reformatories of Dalbeth and Parkhead, 247

And children scattered up and down in the Protestant schools, say 200

and we have in all an attendance of 4234, or 1 in about 19 of the Catholic population at some day or evening school. All this, however, is more or less guesswork. The census tables do not help us, but the priests, who may be supposed to be well informed, readily told us the result of their experience. One of their number, who had been twelve years superintendent of the schools on the south side of the river, stated that, to his knowledge, not much more than a third, certainly not a half, of the Catholic children there were attending any school, and that this did not arise from the want of school accommodation easily accessible, for that neither the boys nor girls' schools of St. John's had ever been full, while the situation was the most central possible. The fees were a trifle, payable weekly, and the children who could not pay were readily admitted. Nor was poverty a leading cause. The chief blame was attributable to carelessness, improvidence, and drunkenness. He added that he had often from the altar enjoined school attendance, and had frequently had private dealings with the parents, but all to little purpose. Few of the parents themselves could even read. His crying grievance was the disappearance from school, to follow some industrial pursuit, of children who were only half educated; and he found it vain to attempt to persuade the parents how foolish this was. He was warmly in favour of an education test. Our own experience and observations, and the testimony of other priests, confirmed the accuracy of these statements. To turn to the schools themselves, we propose briefly to notice them under four heads,—Parochial—Upper Schools—Private Adventure—Evening.

1. *Parochial.*—The responsible head in each case is the parish priest. He takes entire charge of the financial arrangements, and for an account of these we were always referred to him by the teachers. He takes no part himself in the teaching. The teachers are appointed by him; and are under his supreme authority. They are all, except in three cases, Franciscan Nuns or Sisters of Mercy in the girls' schools, and Marist Brothers in the boys' schools. This is the first thing that strikes us in their organization,—their connexion with religious orders. For though the Marist Brothers (a French society, we believe, of St. Mary) are not, strictly speaking, in orders, they have devoted themselves to the service of the Church in this particular way, and are, to all intents and purposes, a religious order. Their vows are not for life, but with them it would be rare, with the sisters it would probably be without example, to find any quitting the religious life they have once embraced. The schools are mostly under Government inspection, and one or more of the Nuns or Sisters of Mercy and of the Marist Brothers have Government certificates. In each school under them are pupil-teachers,—boys and girls of the usual age. They of course belong to no religious orders. They labour under one disadvantage, of which we found the boys at least painfully conscious. Without joining the order, they cannot rise beyond their present grade. When out of their apprenticeship they must either leave the profession or look out for situations in schools where there are no such restrictions.

The schools themselves and the quality of the education have been so fully treated of in our reports on Bridgeton, Calton, Milton, and Hutchesontown, that we have little here to add or repeat. Except in the case of infants or very young children, the schools are never mixed, but are either for boys or for girls exclusively. The teaching of the elementary branches is most creditable. We say this all the more strongly, because, perhaps, we expected to find the schools in a marked degree inferior to sessional or mission schools. They are not so, but, after making due allowance for the age and the irregular attendance of the children, they come quite up to the average standard. The teachers, male and female, are zealous and painstaking. Some of them, ladies of good social position, have not only devoted themselves to their task of educating the poorer classes, but, in order to qualify themselves for their position, they have even undergone the examination for a Government certificate. Those who know what it is to pass an examination after a certain time of life, and when professional training has not led up to it, will appreciate the self-denial involved in this. Apart from the education, we were struck, in the girls' schools especially, with the harmony existing between the Nuns or Sisters and their charges. The good manners and respectful tone of the children contrasted favourably with any other school for the same class in Glasgow. There is indeed something attractive and pleasing in the Sisters' schools. There is an air of tranquillity and refinement about the Sisters themselves. There is generally also considerable taste and neatness displayed in school-arrangements. These seem insensibly to have affected the children, who are orderly and affectionate in their bearing. Probably the knowledge that the Sisters have devoted themselves in a purely unselfish spirit to the task of educating the young without fee or reward, begets on the part of parents and children a corresponding gratitude and respect. It is to be borne in mind also that the children are nearly all Irish, and are perhaps more demonstrative than others. At all events, we saw more instances in the Roman Catholic schools for girls, of affection and confidence between the Sisters and the children, than elsewhere.

The accommodation is mostly very good. This has been noticed in our district reports. The fees are very moderate, mostly 1d. a week, and are by no means rigidly exacted. In one school, for instance, with an attendance of 100 girls, we found that the school-pence for one week amounted only to 2s. Had all paid, there should have been 8s. or 9s. The irregular attendance of the children is as great as in the mission-schools. Most of the children are under eleven. Of the whole number, only 175 are above twelve. They go as soon as they can get work to potteries and mills, to shops and elsewhere to run errands, and to all the miscellaneous occupations in which a great city abounds. Now and then, in our examination of the schools, things struck us as odd, because they were different to what we were accustomed. The children are punished in various ways for offences—by the

cane, by being obliged to do penance in a corner, etc. We saw one little Irishman on his knees in a very constrained position. He was kneeling for having played truant. In order to ascertain the causes of absence on the part of children, a printed form is sent to the parents, thus,—'A. B. has not been at school to-day; we 'request the cause of his absence to be written on this paper, 'and returned to us. Signed,' let us say, 'the Marist Brothers.' To this is subjoined a notice—'It is particularly requested 'that parents will send their children to school and to mass on 'Sundays in due time, as clean and respectable as possible, and 'not allow them to absent themselves without permission from 'the Brothers.'

2. *Upper Schools.*—These are three in number, the Academy and St. Aloysius College for boys, the Convent for girls. The academy, taught by the Marist Brothers, is an excellent school. The specimens of drawing were superior to anything we had seen in Glasgow.

The college, under the management of Jesuit priests, is in reality a school of a high order, for the board and education of Roman Catholic children from all parts of the country. It is styled a college, but would be better described as a grammar-school. There are three main sections in the school—1*st*, Of boys from seven to nine or ten, receiving an elementary English education; 2*d*, Of more advanced pupils (ten to thirteen years of age), learning, besides the ordinary branches, Latin and French, with the rudiments of algebra and geometry; and 3*d*, Of an older and more advanced class still, reading, in Greek, Homer and Xenophon, and advancing before the end of the session to Euripides and Thucydides; and in Latin, Virgil, Horace, and Livy, together with Voltaire in French, and an Italian and German 'Reader.' The boys here are also learning algebra and geometry, and are, in fact, receiving a high-class education. We were struck with the accuracy and style in which they had been taught. What they knew they knew very thoroughly—translation, parsing, derivation of words, connexion of Latin and Greek with one another and with English. In order to keep alive attention, each boy had a special censor or critic, whose duty it was to correct any error made. The system might lead to unpleasantness, but as far as we saw, the censor in each case did his duty well, and there was good-humour shown on both sides. The terms on which education are given were extremely moderate, and there can be no doubt that the boys receive full educational value for their money, for the school will bear comparison with the High School or the Academy. The boys either complete their education at it, and pass from it at once into active life, or, if they wish to carry their education further, they go, it may be, to Stoneyhurst, or some other Catholic institution.

The Convent school, in Charlotte Street, for girls, is taught by Franciscan nuns. There were 52 girls present on the day of our examination, 33 of whom were between six and ten years of age; and the fees were half-a-guinea a quarter. Besides the usual

branches of an English education, the pianoforte was taught. The teachers fluctuate too much, and the progress made was not equal to expectation.

3. The private adventure schools are few and unimportant. The numbers on the roll and in attendance are respectively 335 and 315. The fees charged in them are 1d. and 2d. a week, and the children attending them are of the same class as those at the parochial schools. But here the resemblance ends. The private schools are mixed, the parochial schools are either for boys or girls exclusively. The teachers in the private schools are laymen, in the parochial schools they are members of religious orders. In teaching power, in quality of education, and in accommodation, the private schools are not to be compared, in point of merit, with the parochial schools. In illustration of these remarks we refer you to our notice of the private adventure schools in Milton, Hutchesontown, and Calton districts, and forbear dwelling further on their peculiarities as places of instruction.

4. *Evening-Schools.* — Besides their day-schools, the Roman Catholics have a few evening-schools. We annex a list of them, with a notice of the numbers on the roll and in attendance, and of the religious orders who take charge of them :—

Name of School.	On Roll.		In Attendance.	
	Males.	Fem.	Males.	Fem.
CENTRAL DISTRICT.				
St. Mungo's Paro. School, Boys', under Marist Brothers,	103	...	50	...
Do. do. Girls', ,, Sisters of Mercy,	...	160	...	83
BRIDGETON DISTRICT.				
St. Mary's School, Boys', under Marist Brothers,	94	...	75	...
Do. Girls', ,, Sisters of Mercy,	...	214	...	150
CALTON DISTRICT.				
St. Andrew's School, Boys', under Marist Brothers,	68	...	58	...
ANDERSTON DISTRICT.				
St. Patrick's School, Girls', under Franciscan Nuns,	...	90	...	83
HUTCHESONTOWN DISTRICT.				
St. John's School, Girls', under Franciscan Nuns,	...	77	...	77
Total,	265	541	183	393
	806		576	

Number of scholars above twelve (approximately), 577.

The numbers of young men on the roll of these schools is 265, with an attendance of 183; and of young women there is a roll of 541, and an attendance of 393. Here as in the day-schools the

teachers belong to different religious orders. Their organization therefore requires no further description than has been already given. The schools, especially for girls, are doing good service. They disclose, indeed, an amount of previous ignorance on the part of the young women which is distressing, but their efforts to remedy this are satisfactory. We found in one school about 100 girls, mostly above fifteen years of age. They were all, or nearly all, engaged at work during the day at potteries or mills. The teachers were Sisters, aided by a number of monitors selected from the girls. It was evident that the education of nearly all had been sadly neglected. In the most advanced class, the reading was very fair, and most of the girls in it did correctly an easy sum in addition. But in the other classes, arranged according to the state of progress, there was very great ignorance. The teaching was patient and good. In another school, taught by Franciscan nuns, the girls were nearly without exception engaged in mills during the daytime, and were earning from 6s. to 16s. a fortnight. They were divided into three classes, each with a teacher. The highest class read tolerably well from one of the books of the Irish School-book Association. The second class was not quite so accurate, and in arithmetic none of them knew the multiplication-table. The third class were learning letters and easy words. The average age was fifteen or sixteen. The nuns were careful teachers. They told us that the girls who attended school were much better behaved than those who did not, and made better wives and mothers. Here also, as in the day-schools, quite apart from the education, the tone and bearing of the teachers themselves cannot but refine and temper the girls. The order was excellent. Both here and in the Roman Catholic day-schools for girls, we found a considerable number decorated with medals. They belonged to a society amongst themselves, and wore the medals only in school, and when their conduct was in all respects satisfactory.

CHARITY SCHOOLS.

The Charity Schools in Glasgow are fifteen in number. They are thus distributed—

		Roll.	Attendance.
In the Central,	7	1324	1217
In the High Church,	2	583	548
In Bridgeton,	1	325	300
In Blythswood,	1	60	60
In Milton,	1	35	35
In Anderston,	1	103	71
In Hutchesontown,	2	238	238
		2668	2469

We subjoin a list of them, with the numbers on the roll and in attendance at each school, and the annual income of each, whether for school or hospital purposes, so far as we could ascertain it. We offer it as a very near approximation to the truth. In the case of two schools we have given no return of income, because we had uncertain data to guide us; but they are unimportant, and would hardly affect the general result. It will be seen that we estimate the income at £13,918. However, £7000 of this large sum, with which we credit Hutcheson's hospital, are not wholly devoted to educational purposes, but, on the contrary, are largely employed for the support of aged poor people. In what proportion the funds are divided between the different objects we cannot say. Besides these charitable schools, there are five other bequests not yet applied. The funds of three of these now amount to £20,000, and the income of the two others to £270.

Name of School.	On Roll.			In Attendance.			Income.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
CENTRAL DISTRICT.									
Wilson's Endowed School,	74	...	74	67	...	67	£205	0	0
Highland Society do.	355	460	815	320	414	734	1,200	0	0[1]
Gardiner's do.	30	10	40	30	10	40	50	0	0
Glen's do.	70	...	70	70	...	70	150	0	0
Millar's Charity,	...	80	80	...	80	80	400	0	0
Maclachlan Free School,	82	98	180	76	88	164	354	0	0
Gardner's Do.,	32	33	65	30	32	62	120	0	0[2]
HIGH CHURCH DISTRICT.									
Alexander's Charity,	246	214	460	222	203	425	1,300	0	0
Lennox School,	...	123	123	...	123	123	.....		
BRIDGETON DISTRICT.									
Buchanan Industrial Institution,	325	...	325	300	...	300	3,000	0	0
BLYTHSWOOD DISTRICT.									
Peddie and Tennent's School,	...	60	60	...	60	60	45	0	0
MILTON DISTRICT.									
Stirling Street Poor Sch.	14	21	35	14	21	35	.....		
ANDERSTON DISTRICT.									
Anderston Charity School (Evening),	59	44	103	40	31	71	34	0	0
HUTCHESONTOWN DISTRICT.									
Hutcheson's Hospital School,	178	...	178	178	...	178	7,000	0	0[3]
M'Farlan School,	...	60	60	...	60	60	60	0	0
Total,	1465	1203	2668	1347	1132	2469	£13,918	0	0

[1] Independently of Privy Council grants, = £300.
[2] Estimated interest of £3700.
[3] The estimated interest of £200,000 for school and hospital purposes.

The charity schools themselves we will notice, as briefly as we can, in order.

1. The most important in the Central district is the Highland Society's school. Its history is briefly this. In 1727, 'at a meeting of Highlanders in Glasgow, it was observed with concern' (these are the words of the original report) 'that there were a great 'number of that denomination' (viz. Highlanders) 'in the place, 'and that numbers of their children, though found to be of good 'genius, were yet lost for want of education.' Accordingly, it was resolved 'that a fund should be begun and carried on, the interest 'of which fund might enable some of such boys to be useful in 'Church or State.' The fund so raised 'was used to educate and 'put out to trades boys born in the Highlands, or descended, and 'branches of Highlanders, whether in this city or country, without 'distinction, and for other charitable and laudable ends.' A fee used to be paid to the master, with whom each boy was apprenticed, and subsequently a sum was given instead to pay for the boy's clothing. All this is now altered. The school has become one as much for girls as for boys; and neither apprentice-fee nor clothing is now given when the children leave the institution. In the words of the report, 'a good and solid education is given, keeping 'pace with the requirements of the present day; while the utmost 'attention is, and has constantly been, paid to the religious education and moral training of the children. The Bible and Shorter 'Catechism are regularly taught; and the girls clothed by the 'society (about seventy of the whole number) attend St. Columba's 'church every Sunday afternoon, and a Sabbath-class in the 'school. The admissions to the school take place at stated periods, 'when all vacancies are filled up. The number of applicants is 'always far greater than can be admitted.' A payment of £2, 2s. constitutes a 'life-member of the society.' Its affairs are managed by a president and twelve directors, with the usual secretary and treasurer. The school is the only charity that is under Government inspection and aided by Privy Council grants. These, with the income of the Society from invested funds and annual contributions and donations, enable the society to educate above 800 children, more than half of whom are girls. Besides a free education, about seventy or eighty of the girls are clothed at the society's expense. In point of merit, the school ranks with the best sessional schools in Glasgow. The buildings and accommodation are unsurpassed. The children are of respectable parentage. We subjoin a list, showing the circumstances of the parents, and the religious denominations to which they belong:—

No.	Age.	Church.	Remarks.
1	8	United Presby.	Father a gardener, unemployed; usual wages 18s.
2	10	United Presby.	Father a porter; five children under 10; wages 22s.
3	7	Ch. of Scotland.	Father dead; five children under 10; mother earns a few shillings.
4	8½	Free Church.	Father dead; mother keeps lodgers.
5	9	Free Church.	Father a wright; five children under 10; wages 18s.
6	8	Ch. of Scotland.	Father dead; four children under 10; mother earns 5s.
7	9	Ch. of Scotland.	
8	10	Free Church.	Father a packer; three children under 10; wages 16s.
9	12	Free Church.	
10	12	United Presby.	Father a shoemaker; two children, both at Society's school; 10s.
11	7	Evangel. Union.	Father in Canada; three children (two at Society's school); mother earns 5s.
12	16	Free Church.	Father dead; mother a servant.
13	9	Ch. of Scotland.	Father a mason; two children, both at Society's school; 16s.
14	8	Ch. of Scotland.	Father a shoemaker; two children under 10; 18s.
15	6	Ch. of Scotland.	Father dead; three children under 10; mother earns a few shillings.
16	10	Ch. of Scotland.	
17	8	United Presby.	Father a baker, in bad health; four children under 10; 7s. a week from the Barony Parish.
18	9	Ch. of Scotland.	Father, omnibus-driver; three children under 10; wages 17s.
19	10	Ch. of Scotland.	
20	11	Ch. of Scotland.	Father, tobacco-spinner; four children under 10; wages 17s.
21	7	Baptist.	Father, calico and block-printer; out of employment.
22	9	Congregational.	Father dead.
23	8½	United Presby.	Father, a porter; two children under 10; both at Society's school; wages 10s.
24	6	Baptist.	Father a cotton-yarn dyer; three children under 10; wages 23s.

2. Wilson's Free School was founded by a London merchant, a native of Glasgow, about 1780. He left £3000 for the education and clothing of boys of poor but deserving parents. It is expressly enacted that the children of persons 'having the benefit of the 'town's hospital, or any parochial or sessional charity,' be excluded from this foundation. Before admission at eight years of age, children must have been six months at some other school. The original funds have been supplemented by endowments, and the revenues from Scotstarvet's Mortification have been transferred from Hutcheson's Hospital to Wilson's Charity. These consist of the rent of a farm near St. Andrews, which, when free from debt, yields about £100. In estimating the income of Wilson's Charity, we include Scot of Scotstarvet's Mortification. The governors are the ministers of the city parishes, six magistrates, and certain other persons, who bring up the whole number to thirty. The boys belong to the same classes as those in the Highland Society's school. They receive the benefit of the education (reading, writing, and arithmetic, with Bible and Shorter Catechism) for four years. The master has a free house besides his salary.

3. Gardiner's Free School since the date of our inquiries has ceased to exist. The children (forty boys and girls) have been distributed throughout the different sessional schools, and the funds

(£50 per annum) pay for their fees and books. Each child may receive the benefit of the charity for five years.

4. Maclachlan's School educates 180 boys and girls. The funds for the endowment were left by a Mr. Maclachlan of Calcutta. The governors are the ministers of the city parishes, and of the Gaelic churches, and three of the magistrates. The object of the charity 'is to afford the means of a plain and virtuous education to 'the children of Highlanders who may not otherwise be able to 'provide it.' 'Orphans and children who do not receive, or who 'are not entitled to receive, the benefits of any public school or 'fund, particularly those of the names of Maclachlan and Cameron, 'are preferred.' The school has a male and female teacher, and assistants. The education given to the boys consists of reading, writing, arithmetic, grammar, geography, and writing from dictation, and to the girls of reading, writing, arithmetic, with sewing.

5. Gardner's Free School affords a three years' course of education for seventy boys and girls. Each child receives, besides, a pair of shoes and stockings annually. Those admitted to the institution must be children of poor people resident in Glasgow or its vicinity. Before admission they must have attended some other school for six months. The managers are two of the magistrates, two city ministers, the Dean of Guild, and the Deacon Convener. The education, by the founder's will, is confined to reading and writing, but arithmetic has been added to the programme. The children are not allowed to take their books home with them. The funds of the society (£3700) are sufficient to pay £80 to the teacher, the cost of books, etc., and the rent and taxes of a schoolroom.

6. Millar's Charity educates eighty girls. They must be 'the 'daughters of indigent parents, children of respectable people, or 'who live with respectable people.' None are admitted whose parents and guardians receive parochial aid. The revenue is about £400. Of this sum the teachers absorb about £160. The clothes and books of the children, £150; taxes, church-seats, etc., £15 or £16; expenses of management, etc., £75. The managers are the Principal and Professors of Glasgow College, the ministers of the ten city parishes, and an elder from each of their kirk-sessions. One of the rules of the charity is, 'The governors require the 'strictest attention to the girls on Sabbath; that they shall be em- 'ployed, according to their abilities, in reading or getting the Cate- 'chism; that each of them shall attend at such place of public 'worship as the governors may appoint, and their behaviour there 'be strictly watched over; that on Sabbath-day they shall be 'dressed in their best clothes, and clean in every respect, and that 'they assemble in the schoolroom every Sunday at a quarter past 'ten, for catechising and proceeding to church.' The age of admission is eight or nine, and before admission the children must be able to read. They remain at school three or four years, as the governors see fit.

7. Glen's School is for boys only, seventy in number. It is managed by a board of trustees. No one is admitted under nine, or who is unable to read. The children may remain at school for

four years, and are each provided yearly with a suit of clothes. A preference is given to orphans, or the children of widows, and next, to tradesmen with large families, and in poor circumstances. The teacher has a salary of £105 and a free house. The assistant has £40.

8. Alexander's Charity has been fully described in our notice of the High Church district.

9. The Lennox Charity is for girls, under the management of the minister and kirk-session of the Cathedral.

10. The Buchanan Institution is one of the richest and largest in Glasgow. It is of recent date, and was opened only in 1859. Its founder was a merchant, who bequeathed to the city of Glasgow an annual sum of £3000, for the purpose of carrying into active operation an industrial institution in the city, for the maintenance and instruction of destitute children. This bequest has been made subject to certain conditions, viz., that the £3000 shall be appropriated exclusively to the maintenance and education of destitute boys. The children are boarded but not lodged in the institution, and the more to distinguish it from an hospital, no cripple or deformed boy can be admitted as a pupil. The boys get breakfast, dinner, and supper in the house. They are taught reading, writing, arithmetic, and the terms of the Will direct them to be instructed in navigation, gymnastics, tailoring, shoemaking, and carpentry, to fit them for the army and navy, the merchant marine service, and as emigrants to the colonies. The directors are twelve in number, composed of members of the Town Council, the Merchants' House and the Trades' House. Munificent as the present endowment is, the funds will ultimately be largely increased. The number of boys is 325, and the whole arrangements of the house and school are excellent.

11. Peddie and Tennent's School is managed by the city ministers. There is an average attendance of sixty girls, who are taught sewing and reading. The funds of the charity are only £45 a year. They were left more than a hundred years ago, principally by a Mr. Tennent, and were applied for some time in support of the two common charity schools of the city. When these were abolished as charity schools, the interest of the mortification was given to another charity school founded by a Mr. Peddie. There are two teachers, one a female, who, besides a salary, has a free house, and whose whole time is devoted, from ten till four, to teaching the girls sewing; the other, a male teacher, who receives a small salary, and is employed for one hour teaching reading and grammar. Children may enjoy the benefits of this singular charity for three years, but few we were told took advantage of it so long, but left it in order to learn writing and arithmetic at schools where the branches taught were not so limited.

12. Stirling Street Poor School educates thirty-five boys and girls.

13. Anderston Charity School is an evening school for boys and girls. It is used in the daytime as a sessional school. 'The office-'bearers belong to the Church of Scotland; the committee of

'management to the five Evangelical bodies, viz., Church of Scot-'land, Free Church, United Presbyterian, Reformed Presbyterian, 'and Congregational Churches.' It is supported by £34 of voluntary subscription, and a donation of £8 from the Ferguson Bequest.

14. Hutcheson's Hospital was founded in 1639 by two brothers, George and Thomas Hutcheson, for the relief of aged persons and the education of boys. To the original endowment large additions have been made, so that the 'nett stock' now amounts to about £200,000. The original intentions of the founders are still carried out in their integrity. 115 men and 443 women are pensioners on the different mortifications. The boys who receive the benefits of the institution must, with few exceptions, be sons or grandsons of burgesses. The age of admission is seven, eight, and in some cases nine. *Ceteris paribus*, boys of certain names are preferred. They continue in the school five years, during which they are instructed in the principles of religion, reading, grammar, writing, arithmetic, and church-music. The patrons are the Magistrates and Town Council, and the ministers of the ten city parishes. The boys are 178 in number; the building is a beautiful one, and the class-rooms are admirably adapted for the purposes of teaching. On examination, the boys displayed a proficiency that was very gratifying. The accuracy and promptness of their answers were equally pleasing. The more advanced pupils were taught Latin and geometry, and the writing was far above the average of most schools. Besides education, each boy receives 'a suit of clothes, three pairs of stock-'ings, two pairs of shoes, a bonnet, four shirts, and one pocket-'handkerchief annually,' and on some of the 'mortifications' they are allowed £2 a year, in name of maintenance-money, payable to their parents or guardians. Boys who show more than ordinary talents may be sent by the patrons to the High School for four or five years, during which time they get three suits of clothes every two years, with the same number of pairs of stockings, shoes, and shirts as before (*i.e.*, when at the Hospital), 'but of a somewhat 'finer fabric than those attending the Hospital school.' They are also allowed £6 annually as maintenance-money.

15. Macfarlane's School was founded by a Mrs. Waddell of Stonefield. It is under the charge of the city magistrates and the minister of Gorbals parish. It educates sixty girls 'in reading, 'writing, sewing, and the principles of religion.' The applicants for admission must be eight, and under nine years of age, but all whose parents or guardians get parochial aid are excluded. The annual income available for payment of teacher, books, repairs, etc., is about £55 or £60.

The five additional bequests that have not yet been applied are:—

1. Macgregor's Bequest, amounting to	£10,000
2. M'Millan's Bequest, for soldiers' children,	6,000
3. Maxwell's Bequest, amounting to	4,000
4. Anderson's Bequest, with an annual income of £70, say	1,500
5. Atkinson's Bequest, with an annual income of £200, say	5,000
Amount of funds not yet applied,	£26,500

In the best of these schools the education is as good as in the sessional schools. Their funds allow the employment of an adequate staff of well-trained teachers. The accommodation of all may be described as good. Those of them, however, where only one teacher has the whole charge, are not nearly so efficient as sessional schools. The class of children at the charity schools is certainly not the poorest and most destitute. They are mostly the children of respectable labouring people. On the whole, however, the managers carry out the intentions of their founders, and those who enjoy the benefit of them are generally in such circumstances that the free education of one or more of their children is a great boon and relief.

Nor could we discover that the accepting of such aid had the bad effect that some persons might expect to find. The relations between the teachers and the children seemed to us quite as cordial as in ordinary schools. In not a few cases, where we made inquiries, we found that the parents looked on the schools much in the same light as persons in the upper and middle classes regard those endowed schools in England, where a free, or partially free, education is given. The bequests had been made, they said in substance, especially for their behoof, and were neither more nor less than legacies which they were entitled to enjoy. On the other hand, the private adventure schools, the mission schools, and some of the sessional schools, complained that the charities injured them, and that many persons quite able to pay school-fees took advantage of them. In one or two cases, also, the teachers in the charity schools expressed their belief that the want of wholesome competition took away a powerful motive from them in their work. In two things there was a general agreement on all hands, that the children were more regular in attendance, and stayed longer at school, in charity, than in any but the very best and most fortunately-situated of the sessional schools.

ENDOWED SCHOOLS.

From Charity we pass to Endowed Schools. Omitting those in which the endowment consists merely of school-buildings, we find—

10 enjoying the Bell Bequest, amounting to . .	£10,000
4 Murdoch schools, with funds amounting to .	6,000
And school property, ...	6,665
The Trades' school, with an income of . . .	250
Hood's school, with funds amounting to . . .	450
And school property worth . . .	850

These differ from charity schools, inasmuch as there is an average fee charged in them all, and it is the master, and not the children, who directly benefits by the endowments.

The schools that enjoy the Bell Bequest are the sessional schools of the ten city parishes. The interest of £10,000 is divided amongst them. A fee of £21 (two guineas for each Bell school) used to be

deducted for the town-clerks. We cannot say how this stands now. Each kirk-session receives about £34.

Dr. Bell was head-master of a school in Madras about the end of last century. He undertook the superintendence of it gratuitously. To him is due the introduction of the system of teaching by monitors chosen from the scholars, and with the monitorial system, as it is called, his name has ever since been associated. On his return to England, he did everything in his power, by example and by writing, to introduce it into the national schools. On his death, he left £120,000 for the purpose of perpetuating his mode of education. Of this sum, St. Andrews (where he was born and educated) got £60,000 (with which the Madras College was built and endowed); Edinburgh, Glasgow, Aberdeen, Inverness, Leith, and the Royal Naval School, each got £10,000. These sums are still enjoyed by the towns and school mentioned, with the exception of Edinburgh. The money transferred to the corporation of Edinburgh, it is believed, was lost at the time of its bankruptcy. Strictly speaking, the schools that enjoy the Bequest in Glasgow should be taught by masters, with monitors for each class, but pupil-teachers now take the place of the latter. The minister and kirk-sessions dispose of the funds for general school purposes, as well as for the endowment of the master. They seem in some cases to treat them as a part of the voluntary subscriptions required to meet the Government grants, but, as is mentioned elsewhere in our Report, this appears to be done in a strictly proper and legal manner. We subjoin a list of the ten city parishes, with the endowment enjoyed by each master:—

Parish.	Endowment of Master.	Remarks.
1. The Cathedral,	No return.	... ...
2. The College, .	£25 0 0	... ...
3. St. Paul's, . .	25 0 0	... ...
4. St. David's, .	34 5 3	No mention is made whether all or what portion falls to the master.
5. The Tron, . .	35 14 0	Do. do.
6. St. James's, .	25 0 0	With this account given by the master: 'The managers receive £34 and odd shillings from the trustees of the Bell Fund, with which, supplemented by church-door collections, they pay salaries to their teachers, fees of certain poor children, rates and repairs connected with their schools.'
7. St. John's, .	25 0 0	... ...
8. St. George's, .	No return.	... ...
9. St. Andrew's,	No details; but apparently included under two other heads—voluntary subscriptions and salary.	
10. St. Enoch's, .	No return; but apparently mixed up with other sums.	

The Murdoch Schools are four in number, if we include under this head the Industrial or Ragged School in Rottenrow. The master in each of the three other schools has a salary of £25, and a free house, or house-rent (£10). The patrons are the magistrates and city ministers.

Hood's School affords an endowment to its master of the interest of £450, and a free house. The patrons are the magistrates, one or more city ministers, and two elders of their kirk-sessions.

The Trades' School has about £250 annually from the different 'incorporated trades.' They appoint the governor and directors. Except that it has no Government inspection, it does not differ from a good sessional school. The funds and fees are sufficient to maintain a full staff of teachers.

Besides these endowments of money and buildings, there are a few others (Lockhart's and Stirling's Mortifications, for example) for providing school-books.

In connexion with endowed schools, we may mention the Ferguson Bequest. It gives assistance to 45 day and evening schools in Glasgow and the immediate neighbourhood. The average sum that the day schools get is about £12. But in evening schools 'the 'grants are limited to £5 to a principal teacher, and £2, 10s. to an 'assistant teacher, for the session of five months at least.'

The schools aided by the Ferguson Bequest in Glasgow are mostly in poor quarters of the town, where the masters have a small income. Of the 45 schools,—

11 belong to the Church of Scotland.
11 ,, to the Free Church.
13 ,, to the United Presbyterian Church.
4 ,, to the Reformed Presbyterian Church.
2 ,, to the Congregational Union.
4 are Undenominational.

These, we need hardly tell you, are but a small part of the whole number of schools in the west of Scotland aided by this Bequest. It is in the hands of trustees, who entertain applications for aid from the managers of all schools, except Episcopalian and Roman Catholic; parish schools also, but not sessional schools, are excluded from its benefits.

The trustees do not interfere with the private arrangements between the managers and teachers, but reserve to themselves a right of inspection and examination. With this statement of facts we content ourselves, feeling that it is hardly our part to pronounce how far the principles that guide the distribution of the Bequest are good or bad, nor to discuss, more than we have done in our district reports, the character of the schools, and the quality of the education that it tends to perpetuate. Two things we can say, that it cheers many a poorly paid schoolmaster, and that it seeks out the most destitute and necessitous localities.

PAUPER CHILDREN.

THERE are four Parochial Boards in Glasgow. As our ordinary schedules were not applicable to them, we sent them a special list of inquiries. The number of children educated by the Parochial Boards is 980. Of these, 472 are 'indoor' pauper children, and 508 are 'out-door' children, boarded mostly with strangers either in town or country. Besides these 980, there are at least 3000 others between three and fifteen who reside with their parents in Glasgow, and whose education is left in their parents' hands. Dividing the pauper children into two classes, 'indoor' and 'out-door,' we will describe the educational condition of each.

1. The indoor children have schools and schoolmasters for themselves. Two of the boards have each a master and mistress, a third has a female teacher, and the fourth has no school, but takes charge only of outdoor children. We examined each of the schools, and found the time-tables so arranged that all the children are at least two or three hours every day in school. We cannot say much for the progress that is made. It is perhaps as great as could be expected. On this head the parochial authorities themselves speak guardedly. One board, in answer to our inquiries, said, 'There are but few 'instances in which any marked progress can be made.' Another, 'The results are fair.' A third, 'The result, so far as mere educa-'tion is concerned, is very satisfactory.' The insuperable barrier in the way of real progress is the fluctuating attendance. 'The 'children,' said one of the teachers, 'come and go with their parents. 'One boy, for example, eight years of age, has been out and in 'thirty-eight times.' This no doubt was an extreme case, but the statistics of one school will give you an idea of all. At the beginning of a quarter there were 98 children; during the quarter, 297; and at the time of our visit, 107. Of these, 22 could read the New Testament. The rest were learning the alphabet or engaged with most elementary text-books; 23 were learning to write, and 11 were learning arithmetic.

2. The outdoor children between three and fifteen divide themselves into three classes: those who reside with their parents or natural guardians, and whose education is left in their hands; those who are boarded with strangers in the city, for whose education the boards pay; and those who are boarded in the country, for whose education also the parish authorities pay. A few words on each of these classes.

(1.) Those who live with their parents or natural guardians are the largest class of pauper children. The boards interfere very little with their education. It is the duty of the sub-inspectors to assure themselves that the children of school age are at some day or evening school, but beyond the assurance, which they take on the word of the parents themselves, they exercise no further supervision. The children are mostly provided for in four ways:—By such of the charity schools as admit the children of paupers to their benefits; by the ordinary schools, of whose free-lists they largely avail them-

selves; by the benevolence of individuals and churches, who pay the school-pence; and by schools where the charges are so low that the parents can afford to pay them. Should these, and all means fail, the boards are always willing, on application, to pay for the education of the children. Making due allowance for all that the children get in these ways, their educational advantages are not great. Their parents are not the best judges of schools, and where they have to pay the fees themselves, will allow cheapness to outweigh every other consideration. Moreover, the attendance of all children (and consequently of pauper children) on the free-lists of the ordinary schools, and at cheap adventure and mission schools, is most irregular. In one case it was so much so that the supplemental or free department had to be kept and taught separately from the rest of the school. To test the matter for ourselves, we took a sufficient number of pauper households in Glasgow, with 117 children between five and fourteen. We visited every one of the families. Where the children were at home we marked them down, making allowance for those whom, on inquiry, we found to be absent only for the day. Where the children were at work, we took the simple assurance of the parent on this point, and where they were returned as at school, we made inquiry afterwards of the schoolmaster himself. These were the results of our inquiries:—

Of Protestant children there were, in all,	Eighty-seven.
viz., At work, above 12 years of age,	14
under 12 ,, (at 9, 9½, 10),	4
At school,	49
At home without a reason,	15
At home unwell,	5
Of Roman Catholic children there were, in all,	Thirty.
viz., At work, above 12 years of age,	4
under 12 ,, (at 8½, 10),	2
At school,	9
At home without a reason,	11
At home unwell,	4

Nearly all the children attending school, both Protestant and Roman Catholic, were either at charity schools, or on the free-lists of the others.

(2.) The second class of outdoor pauper children are those who are boarded mostly with strangers, and whose education is paid for by the parish authorities. They are placed, for the most part, in well selected families, and, with a like reservation, in good common schools. Two at least of the boards have officers whose special business is the supervision of these and the other outdoor pauper children in the country. The officer chooses their school, and requires of the schoolmaster an exact record of their attendance, and pays quarterly for the cost of their education, including school-books and all other necessaries. He visits the schools at any time, either alone or in company with a member of the board. Sometimes one or more of the committee go without the official. We know of one gentleman in Glasgow, connected with one of the boards, who makes it his business every year to spend a month or

more in inspecting the schools where pauper children are educated in town or country. We found the attendance of this class of pauper children very regular, and their progress satisfactory. They have, indeed, at least as great educational advantages as the children of the independent poor. They are not perhaps at the very highest or best of the schools, but neither are they at the worst. We often took occasion to examine them, and we found them quite equal to their neighbours. Neither in dress nor appearance were they any way remarkable, and by the arrangements made, their case and circumstances are rarely known to their schoolfellows.

(3.) The last class of outdoor pauper children are those who are boarded in the country. Their situation is the most favoured of all. The localities selected for them have at least the benefits of pure healthful air. Some of the places, like Luss and Aberfoyle, are beautiful. There is no difficulty in finding respectable persons to take charge of them. It would have been impossible for us to visit all the places where they are boarded in the country, without spending too much time in our inspection; for the children are to be found in half of the counties of Scotland, and even in the outlying islands of Mull and Iona. We took at random a few villages here and there in the districts within convenient distance of Glasgow, and examined, moreover, all the schools in two entire counties where pauper children were to be found. We gave no notice of our coming to the teachers, or to the persons with whom the children were boarded, or to any of the officials connected with the parochial boards. We tested the case and condition of upwards of 100 children sent out by the City and Barony parishes of Glasgow. Our usual course of proceeding was, first to visit and examine the school, and to ascertain if the children (of whom we had the lists and names) sent by the Glasgow authorities were at school, and were regular in their attendance. The masters allowed us, in most cases, to see the weekly register. Our next step was to call upon the parish minister, or some other, who, from his position, was likely to know the circumstances and character of the children themselves, and the fitness of the persons with whom they were boarded to have charge of them. We gathered such information as we could from other impartial sources in the neighbourhood, and last of all, we visited a certain number of the persons with whom the children resided. Let one example of the results suffice. We found at the parish school 54 children under the care of one master. Of these, nearly a half were sent from the different boards of Glasgow, Paisley, Greenock, and Old Kilpatrick. Twelve were from Glasgow. They were from nine to thirteen years of age. There was one absentee out of the lot, and she was detained at home by illness. The others were as well-dressed, as clean and tidy, and in every respect as well-looking outwardly, as the other children in the school. The schoolmaster was also registrar and overseer of the poor for the district. He was educated at a Normal school, and had a certificate. He sent regular returns of the attendance of the pauper children to the authorities in Glasgow; and the Glasgow boards sent inspectors once or more times a year to see the children. In

reading, writing, and arithmetic we found that they held a fair place. The school itself was a clean and neat building, and the teaching good. The children went to the Sunday school, and thus came under the weekly notice of the minister. In school itself they were more regular than the village children. After visiting the school, we saw the minister of the parish. He told us that some years ago a very indifferent set of pauper children were sent to the village—many of them idiots, and others very depraved and bad. A better class were sent at present, and, on the whole, the pauper children bore comparison with any others. The persons with whom they were boarded were respectable, and under the immediate oversight of himself, the schoolmaster, and the neighbours. Any improper treatment or neglect of the orphans intrusted to them would be at once known and reported. There were still, he said, one or two exceptions to the general good character of the children. He occasionally heard them use disgusting language. The effects of the former system, also, were still felt; for many of the imbecile and badly disposed children of former times had settled in the neighbourhood. We found the houses in which the children lived in no way distinguishable from others in the village. The whole aspect of the place was neater and tidier than is usual in the country. This, we need not say, shows the case of such pauper children at its best; but elsewhere, also, it was quite satisfactory. The attendance of the pauper children everywhere was above the average. We examined in all nineteen schools, with above 200 pauper children—116 being from Glasgow. Out of the latter number, 8 or 10 were not at school; but only two cases occurred in which their absence was not reasonably accounted for. One of the children was kept at home as a servant; the other was employed in a mill, and his wages were paid to the person with whom he lived. Only one school out of the whole number was bad. It was, indeed, the worst parish school we had ever seen; but even here the pauper children were as well off as the children of the independent poor, for there was no other school nearer than three miles to which boys above eight years of age could go. Below that age they had an excellent girls' school in the neighbourhood. The pauper children had no choice in the matter, but were all, of whatever age, at the parish school.

REFORMATORIES AND INDUSTRIAL SCHOOLS.

These institutions claim the greatest consideration, as having an important bearing on the social wellbeing of the community. To snatch the young waifs of the city ere they have become hopelessly lost, and place them beyond the reach of temptation, and within the influences of education and correct habits, and so to provide for their restoration to society after sufficient probationary training, is evidently a work of no little difficulty and much interest. In all parts

of the country—but chiefly in every great city—are numerous children, who are thrown upon the world,—without parents, or whose parents belong to the criminal or dangerous classes, and whose principal care is directed to teach these children to beg and steal. Against the influences thus exerted the community must protect itself. The mere expedient of sending young thieves to gaol, and of allowing destitute or abandoned children to swarm the streets as common pests until they become entangled within the meshes of the law, has been tried, and has failed. The more excellent way of endeavouring to reclaim, and instruct and prepare them for an honest life, has now obtained the universal sanction, although the plans for gaining so admirable an object have yet to be tested and matured by experience. To allege that our best institutions have realized the fullest expectations, or are yielding all the fruits that may be reasonably looked for, is to compliment attainment to the injury of progress. Vast improvements have taken place in reformatories and schools of industry within the last few years, but they have not yet attained, neither are they already perfect. Nay more, while some of these institutions have made great progress towards a satisfactory state of things, others in the same town and neighbourhood are toiling, often under great disadvantages. No doubt, each of them must be judged, to some extent, by the means and appliances at its disposal. At the same time, it cannot be denied that the want of a common understanding and action hinders the adoption of measures that would result in a common benefit. The Inspector, however intelligent and faithful he may be, and supported by local agents, is held, by well-defined limits, within the letter of his commission; while hints on the operation, influence, and results of these establishments must be gleaned from various sources, and compared with the suggestions that personal examination furnishes.

In Glasgow there are four certified reformatories, and three industrial schools. The former are for criminal children, who have been sent to prison on their way to the reformatory; and the latter are for mendicant or vagrant children, or who, being under twelve years of age, have committed an offence punishable by imprisonment, or some minor sentence; or, being under fourteen years of age, have parents representing themselves to be unable to control them. Before remarking on the deficiencies of these institutions, it may be well to give a brief outline of each:—

Reformatories.

Glasgow Reformatory Institution—Boys' House of Refuge, Duke Street—Glasgow Girls' Reformatory; Girls' House of Refuge, Parliamentary Road.

The building of the Glasgow reformatory itself is finely situated on a rising ground, and is in every respect complete in its appointments. The governor is the Rev. A. K. M'Callum, a man of intelligence, who showed us every attention. There are about 300 boys within the walls. The education is of a purely elementary

kind,—reading, writing, and arithmetic forming the staple. The teaching was satisfactory up to its limits. The classes were carefully examined, but it seems unnecessary here to go into details. From the extent of the accommodation, and the broad scale on which the establishment is conducted, there is full scope for carrying out the industrial department, and for allocating the boys to employments for which they indicate a preference. They are more likely in this way to gain proficiency in their several callings than where no choice is afforded, as in the Roman Catholic industrial school in Abercrombie Street, where four or five boys learning tailoring is all that gives it an industrial complexion. There are eleven separate and distinct branches taught, namely, tailoring, shoemaking, joining, smithing, coopering, printing, bookbinding, baking, wood-splitting, engineering, and farming; and although a good many of the boys become seamen and soldiers, several of these occupations are found useful on board a ship, in the barrack-room, and in the camp; and if the youth should afterwards return home, he falls more readily into the means of earning an honest living. The training of the boys in these industrial arts seems to be all that can be expected. It has been objected that the work produced in these institutions competes unfairly in the market with that of the honest artisan and tradesman. There is, however, little force in the complaint, because, as no slop-work is allowed, and as everything is offered for sale at the market price, the impression made by throwing these goods upon the public must be very insignificant. A farm, called Riddrie Farm, has been attached to the reformatory. It is fifty-five acres in extent, and is situated a few miles in the country. There were said to be about twenty-five boys in training for farm labour; but, when the place was visited, they were at school, with the exception of half-a-dozen. Undoubtedly, the boys on the farm are taught spade-husbandry, to drain the land, to cultivate cabbages and turnips, to tend cows and horses, etc., and have their physical powers developed and strengthened; but more than this cannot be claimed for them. It would be a great benefit were double the number of boys sent to this outdoor work, and kept at it, which an inexpensive addition to the home would render practicable. Indeed, a grave question is raised, which the appliances of this reformatory go a certain length to solve, whether such institutions should not concentrate their whole energies in giving such an industrial training to the children confined within their walls, as would fit them for employment in the colonies,—the lads as farm-servants or labourers; the girls as domestic servants or labourers' wives. At Dalbeth, the system pursued is very much of the kind here indicated. At present great numbers of the boys choose to be handicraftsmen—tailors or shoemakers,—probably for no other reason than that their parents, or others outside with whom they associated, followed these avocations. But it ought to be kept in view that these boys, when discharged from the reformatory, return to those wynds and closes, those hovels and haunts with which they were familiar, and are absorbed into that seething mass from which they formerly escaped to pass

through a gaol into the reformatory. On the other hand, there is a great demand for lads,—those of them, we mean, who have been taught to handle a spade,—in New Brunswick, Canada, and Australia. There is no difficulty in getting situations for them. The demand exceeds the supply. And it is a question that may well occupy attention, whether it might not be a great step in the right direction to conduct the training of boys, less with a view to their passing into the ranks of home society, and more in the direction we have indicated. And so it is in the case of female reformatories, where much of the time is expended in teaching girls to read and write and cipher, while the domestic work of washing and scrubbing, getting up linen and cutting out clothes, cooking and sewing, is to a great extent neglected. These girls must find difficulty in getting domestic service, for which they are not qualified; while it would only be superior qualifications that will induce respectable families to overcome the dislike of a reformatory brand. The alternative, in a great city, for girls who cannot readily find employment, is too palpable to require to be named; whereas in the colonies—on the outposts of civilisation—the demand is greater, less fastidious, and more likely to be satisfied; and after a long voyage the brand of the prison becomes wonderfully effaced. In these views we are strongly borne out by the head of the police force in the city, and by Mr. Roy, a man of great experience, who was appointed by Inspector Turner to assist him in his local duties.

Reverting to the reformatory for boys in Duke Street, and the twin institution for girls in Parliamentary Road, for illustration, chiefly because, with perhaps a single exception, to be noticed in its place, these are superior in most respects to others in the city, and without in the slightest degree desiring to cast suspicion on the motives or truthfulness of individuals in getting up the annual reports, it remains open to doubt how far the statements made concerning the conduct of the young persons after they leave the reformatory are borne out by sufficient evidence. Even taking the statements as self-interpreting, we hesitate to accept them as true, in the sense in which they are meant to be understood. For example, Mr M'Callum says of the 975 boys who passed through his hands in the ten years ending 31st December 1864, 828 'are doing well,' leaving only 147 to be otherwise accounted for. Now, when we examine his own figures, we find that 27 are 'unknown,' 106 'have relapsed,' 116 have been absorbed into the colonies, 136 have gone to sea, and 94 have become soldiers, making 479 in all, of whom little can be known, and of a goodly proportion of whom no good is known. Turning, again, to the girls' reformatory, we find that, during the ten years ending 1st January 1860, 329 were discharged; but either the treatment has been less successful, or the results have been more soberly stated and more free from exaggeration, for of the girls, it is said, the 'characters when discharged were as follows: Good, 195; doubtful, 76; bad, 48; died, 10.' Even this estimate, however, suffers when we bring forward the after results and compare them with it; for although the characters of 195 are described as

good, only 139 'were found, on inquiry, to be doing well,' 26 were bad, 14 were doubtful, 17 had died, and 133 were 'unknown.' The prospect becomes all the more gloomy when we consider in what manner the bulk of these girls, most of them criminals, were disposed of. Of the 329, so many as 133 were sent back to their relatives,—to those relatives under whose roof and auspices they had first learned crime, 16 were sent to other institutions, 2 were expelled, and 55 absconded. But we are not left wholly to depend on arguments and deductions such as these. The chief-constable of police, a man of great experience and intelligence, assured us that the benefits resulting from reformatories are far short of what the public belief accepts as true; and that very many of the boys return to their old practices and haunts, while the girls too frequently find refuge in the streets. The question then arises, Have these institutions failed, or can a better system be introduced? We do not think it can be successfully maintained that they have failed; but we do think that some of the incidental evils may be at least modified, if not cured. We have already adverted to some of the circumstances which retard success; but it is a matter of prime importance to prepare for the emancipation of these young persons, when thrown loose on society, under circumstances and at a period of life when exposure is all but ruin. Now, what seems to be wanted is an established connexion between the inner and the outer world during the probationary period over which the sentence extends. It is believed by those who have examined the matter that this can be done with perfect safety. At present, the boys are immured for long years within what is to them a prison; the girls, while going through their rounds with military precision, seem to have lost all the joyousness of youth. What can be expected of such boys and girls, or rather lads and young women, but that, when freedom succeeds of a sudden to all this repression and confinement, it will prove too much for poor human nature? Were they only allowed, after fulfilling a given period of their sentence within the reformatory, and as a reward for good behaviour, to go out on domestic errands, or even to employments, with such frequency or regularity as would deprive each occasion of a special temptation to loiter or abscond, and were the sentence greatly shortened practically, as a reward for steady conduct, so that long dreary years of confinement had not necessarily to be looked forward to, and that most of them would obtain enlargement before the most ticklish period of life had arrived, it scarcely admits of doubt that the effect would be salutary. Arrangements of this kind would abate the evil, although sending these young and (it is to be hoped) partially reformed criminals out of the country seems the only effectual remedy. No young person, unless in exceptional circumstances, should be kept in a reformatory after the age of sixteen or seventeen, whereas they are detained probably till the end of their sentence, when they are eighteen or twenty. This may benefit the institution, but it will not benefit the individuals or society.

One or two reformatory ships would be a great acquisition for

Scotland. Most of the boys are active, restless little fellows, whose proclivities would find scope on board, and feed their love of excitement. They would also acquire a taste for the sea, be kept separate from each other, and the country would still have their service, though finally rid of them as settlers.

The question has been keenly contested here whether children convicted of crime should be sent to prison before passing into the reformatory. The provision in the Act 24 and 25 Vict. cap. 132, section 9, did much to set this question at rest, by enacting that, 'any child apparently under the age of twelve years, who, having 'committed an offence punishable by imprisonment, or some less 'punishment, ought nevertheless, in the opinion of the magistrate, 'regard being had to his age and to the circumstances of the case, 'to be sent to an industrial school'. Practically, the authorization has been confined to first offenders; but in Glasgow at least it is likely to receive a fair trial, as the chief-constable, who is to a great extent the assessor of Court, is disposed to treat youthful pilferers rather with an application of the birch than to trust to the reforming properties of the reformatory. He, however, inclines strongly to the opinion, as does Mr Roy, whose views on this question are exceedingly valuable and suggestive, that were too great leniency shown here,—were boys especially to be sent to a reformatory or industrial school, without being sent to prison, it would induce parents to trump up paltry charges against their children for the purpose of getting them off their hands. This was done to an extent to constitute it a practice.

The size of a reformatory, having reference chiefly to the number of children to be cared for, is an important consideration. In the Duke Street institution there are 300 boys. It is impossible the governor can become familiar with the habits, tastes, and character of these youths. He must devolve this duty almost wholly on assistants. From 60 to 100 would be as many as one man could fairly overtake; and in an overgrown establishment, there will be doings, both on the part of the boys and their warders, that are altogether unknown to and successfully concealed from the governor.

Finally, it seems desirable that some cognate authority were introduced, so that it should not be left under the exclusive jurisdiction of the governor or superintendent, whether and to what extent the sentences should be curtailed. Of 543 boys discharged from Duke Street reformatory during the five years ended in 1864, only 65 got away under three years. The tendency, whether for good or evil, is evidently to keep these lads, not as short a time, but as long a time as possible, and as the pecuniary motive reaches in the same direction, it may be questioned, and has been doubted by many persons, whether a check upon authority so unlimited should not be interposed. The 'office-bearers'' check is, in the very nature of the case, little else than nominal.

Having founded our observations under the principal reformatory in Duke Street, we may, in briefer terms, notice the other reformatories and industrial schools in detail.

The Girls' Reformatory in Parliamentary Road, under the charge

of Miss Slimon, we have already adverted to. It was opened in 1840, and contains 92 girls. It is quite exceptional to find a case in which a girl, when admitted, can read with any intelligence; but classes for reading, writing, and arithmetic are formed, in which satisfactory progress is made. The industrial training of the girls is on a very limited scale, but this cannot be altogether avoided. The children pass through the prison into the reformatory, a doubtful arrangement, so far as girls are concerned: for if the prison brand is sorely detrimental to boys in after life, to girls, if they are to be kept at home, it is ruinous. Undoubtedly, if confirmed criminals are to be received into the house, it may be well that they feel the consequences of their misconduct, but the petty offences of which the majority of these girls are guilty may be attributed to their imperfect moral training, the neglect of parents, and not to a naturally vicious disposition. Indeed, it may fairly be doubted how far it is wise to distinguish between female industrial schools and reformatories, seeing the class of children sent to the one scarcely differs, if at all, from the class sent to the other, except in the mere incident that the former class, not being equally tempted, did not fall, while the latter, being tempted, have fallen; and, were the inmates combined, those of them that belong to the reformatory proper would pass into society without its being known to which branch they belonged.

There is a home for fallen women attached to the reformatory, but separate from it. The institution seems well conducted. Their industrial training, in sewing, washing, and the duties of the laundry, is excellent. But they scarcely receive any education besides, except of a religious kind. Both in the reformatory and home, two girls or women occupy the same bed, an arrangement of questionable propriety.

Roman Catholic Reformatory at Parkhead.

There are nearly 160 boys at this institution, which is under the charge of Mr. Robertson, a native of Aberdeen, or, as he is more commonly called, Father Anselm, a priest of the Benedictine Order. He was educated at Ratisbon, and was formerly head of an establishment of his Order. The boys are all, of course, criminals, and have been sent to the reformatory for periods generally of five years. The buildings were originally used as a bakehouse and mill; but, having been altered and improved, are good enough for the purpose to which they have been turned. Besides the buildings, there are fields of several acres attached, part of which has been utilised into a burying-ground, and part, being stiff clay soil, is used for making bricks. The property is bounded by the Clyde, and the boys are allowed to bathe in the river.

The teaching was fair enough, but the staff altogether inadequate. Mr. Robertson has his hands so full of work that he cannot be expected to do much, and he has not sufficient assistance. The children are very poor scholars. Out of 80 children, when sent to the place, only 3 could read; and out of 159 present when the school was visited, 51 did not know their letters, 20 just knew

them, and the rest were only able to read in the twopenny-book. There was not a good writer among them.

The boys in this establishment are trained to handle the spade, and to become labourers. Their education otherwise, secular and religious, will not stand them in great stead; and if sufficient means were taken to get them employment in their vocation, either at home or abroad, into which they could be drafted on leaving the institution, they might do well. Lads so trained are not likely to seek service as handicraftsmen in a city, where they are exposed to great risks.

Roman Catholic Reformatory at Dalbeth.

There are ninety girls in this establishment, aged from fourteen to eighteen and nineteen. It is under Sisters of the Good Shepherd, ladies who devote themselves to teaching and sheltering girls who have committed crime, and also fallen women. The Order, although recently formed, has above a hundred institutions all over the world, and has under its charge many thousand fallen women and vicious girls. In this reformatory the girls looked degraded, and it was stated that they contaminate one another by their experiences and behaviour, and that sometimes their language is frightful. Nevertheless, they all were clean and well cared for, and were within an atmosphere of kindliness and religious influence, which could not fail to tell upon them.

The girls passed a poor examination.

Industrial or Ragged School, Rottenrow.

There were 138 boys and 85 girls in this school, which is certified under the Act. It is under a board of directors, and is supported by legacies, subscriptions, private payments on account of children, and (under the statute) by grants from Government, contributions from parents, and from parochial boards, and by money received for work done in the house.

The arrangement and management are very good throughout the whole institution. The children were clean and tidy. The dormitories, kitchen floor, industrial rooms, schoolrooms, etc., were scrupulously neat and clean. This served a double purpose, for, besides teaching the children, and familiarizing them with cleanly habits, it is promotive of their health, a matter of prime importance, considering that they are mostly waifs, accustomed to dirt and disease, and that symptoms of disappearing ringworm were visible among many of the children. The inmates have been mostly sent under a magistrate's warrant, having been found begging in the streets, or detected in some petty offence that did not merit so severe a sentence as being sent to a reformatory. A few are sent by the directors. They remain in the house for five years; but they may be removed at the parents' choice, on the latter agreeing to care for and support them. There are also some day-scholars, who receive at least a portion of food and aid in clothing, and who go home at night.

Three of the teachers have been trained in a Normal school, namely, a master and assistant-master, and a mistress. The teaching was very good, and the progress made altogether satisfactory. Reading, writing, and arithmetic formed the course. All the children are at some industrial employment, bag-making, tailoring, shoemaking; and the girls are taught sewing and household work. The time is divided between school and work, with time for food and recreation. While half are at school, the other half work, from ten to one o'clock; and again, when another half are at school, the other half work, from two to five.

Most favourable reports are given of the conduct of those children after leaving the institution. At the annual meeting, held in January 1865, under the head 'Condition of Former Inmates,' the following statement was made:—'The inspector reports favourably 'of 37 boys: 3 blacksmiths, earning from 7s. to 20s. per week; '4 tailors, 4 shoemakers, 5 country servants, 2 carters, one earning '16s. per week; a porter, earning 12s. per week; 3 spindle-makers, 'two of whom earn from 15s. to 25s. per week; one on board a 'man-of-war; one cabinetmaker, earning 15s. per week; one litho-'grapher, earning 25s. per week; one sailor; one in a brewery, 'earning 3s. per week; one printer, earning 5s. 6d. per week; 6 'message-boys, earning from 3s. to 6s. per week; and 3 calenderers, 'earning from 3s. 6d. to 5s. 6d. per week. The matron reports 'regarding 71 girls, 69 of whom are doing well. 42 are employed 'as domestic servants; one being in Australia, 13 living with their 'parents or relatives, 4 mill-workers, 3 dressmakers, one in a bleach-'field, 2 message-girls employed in the poorhouse, and one in a 'gutta-percha work. Both boys and girls look upon the institution 'as their home, and many of them visit it weekly, and evince great 'interest in the welfare of their former companions.'

The report so far exceeds expectation, that a liberal deduction may be made from the amount of good accomplished, and still enough will remain to commend this institution to the favourable notice of the public.

Roman Catholic Industrial School and Orphanage, Abercrombie Street.

These establishments, although both forming a part of the certified industrial school, are conducted in separate buildings, removed some hundred yards apart from each other. The one is for boys, of whom about eighty is the average number; the other is for girls, whose numbers vary, there being in the beginning of June, twenty-seven within the orphanage, while three months later there were forty. Mr. M'Culloch is described in the application for Government aid as superintendent, but practically it has been sought to limit his jurisdiction to the boys' school, a lady superior, having nuns under her, exercising authority over the girls' school. Indeed at one time there was an attempt, so far successful, but finally resisted and abandoned, to place the clergy in authority, to the extent of controlling and superintending the superintendent, and

during this period orphan boys were sent to the industrial school, while Marist-Brothers, who had their own school in an adjoining building, claimed to teach in it. These contending elements proved anything but advantageous to the school; and, as they have by no means disappeared, the attention of the inspector has been drawn to the circumstance, who quite concurs in the necessity for a new arrangement. Under the arrangement that he proposes, a separate building will be erected north of the orphanage, to which the boys are to be removed, and the old building now in use abandoned. The grouping of St. Mary's Catholic schools, seven in number, within a limited area, so mixed in character and under so many authorities, subordinate and supreme, has not tended to the cause of order and harmony. The bearing of this remark will, however, be better understood in connexion with the enumeration of the schools under their proper head.

Returning to the industrial schools proper, viz., the boys' school and orphanage for girls, the teacher of the former is a certificated master, trained in Dublin. He has no assistance, except by employing two or three of the more advanced boys as monitors. The educational power is decidedly deficient. Making allowance for this, the school was well taught, and the discipline was excellent. The reading, spelling, and arithmetic were good, the writing deficient. The education is purely elementary. In an adjoining building, a mere outhouse, five boys were being taught tailoring. They make clothes for the inmates, and take in work to sew. From £40 to £50 was derived last year for tailor-work. Mr. M'Culloch speaks of adding shoemaking and carpentry when they remove to the new building. Of this there is much need, and also that many more of the boys were engaged otherwise than in learning their letters and taking periodical walks into the country. Mr. M'Culloch, besides accompanying them in their little excursions, superintends their play; attends at breakfast, dinner, and supper; and sees them to bed. Their food is prepared by the nuns in the orphanage-house, and for this he pays an allowance. He has a dwelling-house; and after balancing his income and expenditure, and deducting a reasonable sum for himself, any deficiency is made up by contributions from the chapels.

The female school, called the convent or orphanage, is under a lady superior, who superintends every branch of the establishment. She is a woman of excellent abilities, uniting the most perfect courtesy with firmness of rule, and entering with her whole soul into the duties of her station. The girls are kept clean; are carefully taught; and, there being several Sisters engaged in teaching, the work is light. What is of equal consequence to the training of these girls is the routine observed, by which they perform the functions of housewives, cooks, kitchenmaids, housemaids, laundresses, etc., by turns, so that they are taught the art of housekeeping and to become domestic servants. There are accommodation and appointments for more than double the number of girls sent to the institution.

Govan Industrial Schools.

These schools form part of Govan poorhouse. There are about eighty boys and girls, nearly equally divided as to sexes. It receives no allowance from the Treasury, the parochial board retaining the certificate, to enable them to claim the custody of children belonging to the parish committed under the Industrial Schools Act.

The school is very well taught. Miss M'Kellar, the mistress, was educated at the Glasgow Normal school; and although she holds no certificate (having left the school before the present certificate system came into operation), she is quite equal to those teachers who have one. The boys and girls looked cheerful, clean, and modest. The very youngest children were mere infants, and were kept amused with dolls and other toys, while the rest were taught and examined. The mistress is allowed one assistant.

Miss M'Kellar states that she is often visited by girls who have left the institution, who have got good situations as servants or otherwise, and are doing well.

EVENING SCHOOLS.

The evening-schools of Glasgow form an element in its educational condition which must not be left out, but with which it is difficult to deal. With many features in common, these schools also differ greatly from each other. Some private adventure schools continue, with more or less determination, throughout the year. In the Catholic schools this is also the practice. In the four schools, established through the labours of Dr. Norman Macleod, six months is the annual session. But in the great majority of cases it is impossible to define, with anything like accuracy, the routine. The principal months when these schools are in their strength are September, October, November, and December. At the New Year they collapse. The customs of the people make it imperative that this season be given up to merrymaking. The schools assemble again in February, and continue for other three or four months, but sadly shorn of their proportions, and under a gradual system of decay. Unlike day-schools, they do not follow a common usage. Each evening class has its own rules, and is not considered a member of a great family, so that in giving its history we but imperfectly convey a knowledge of any other school. Books of every variety are used in the same school, and very often the books are selected, not at the instance of the master, but to satisfy the caprice of the pupil. A day-school has a character, which attaches to it, and gives it an idiosyncrasy of its own. Its head-master has a name and responsibility, and like the masters of St. James's, of Charlotte Street Academy, and others, pupils follow them from former spheres of labour. But the evening-school has no position in the public eye. Its existence may be known, but that is all.

Although held under the same roof, and taught, it may be, by the same master, or, as is more customary, by an assistant, its character does not affect that of the day-school. It is not tried by the same standard, nor judged by the same laws. In many instances, it is a device of the master of the day-school for remunerating his assistant. The latter has perhaps £20 of a salary; he may be allowed £25 from a Parliamentary grant; and the fees of the night-school are added to eke out a sufficient remuneration for his services at both schools. And this last arrangement may also be viewed conversely. If the teacher of the evening-school had no assistance to fall back and lean upon, he could not profitably, which also means with spirit and success, conduct the school. At least he could not conduct an evening-school, which was not starved in the article of instruction. The statement may be exceptionally inaccurate, but it is nearly universally true. On this head the teacher of Martyrs school, whose instructive letter appears in the Appendix, bears out our statement as a rule. Evening-schools, moreover, may be said to be almost wholly without supervision. Nor could a proper supervision be well exercised. So promiscuous is the assemblage, each pupil possessing an autonomy of his own, that there can be no satisfactory grouping of the school; and the attendance is more fitful and irregular than in the day-schools frequented by the same classes. This was felt and acknowledged in the Macleod schools, and many efforts were put forth to meet the evil, the only expedient at all successful being the plan of levying quarterly fees, a plan, however, which would only succeed in many of the schools in scattering the pupils.

That there is a large field for cultivation, consisting of those who have escaped from the day-schools, and have grown up to be men and women, without an education worthy of the name, cannot be questioned. To revert to Martyrs school, consisting of 230 young men and women, aged from eighteen upwards, and 75 per cent. of whom are between eighteen and twenty-five, we have the following account of the educational condition of the pupils when they entered:—'To speak particularly, 25 per cent. of the whole came 'to learn the alphabet; 45 per cent. more have very imperfectly 'acquired the elements of reading, with scarcely any writing, and 'no arithmetic; and the remainder and more advanced mostly pro-'fess to be well acquainted with reading, writing, and arithmetic, 'but it is commonly found that even these have much to unlearn, 'and invariably much to improve. In spelling all the pupils are 'deficient. . . .' We would willingly go on to quote, but prefer, for the sake of brevity, to refer specially to what the writer adds on this head. Referring to our own journal, we quote a few sentences descriptive of an evening-school in Bridgeton, in the very heart of the factory district:—'The attendance of young men and women 'at the evening-school was 150. The master testified in the 'strongest manner to the insufficiency of the education of these 'young persons. Of the 150, not above twenty could do more 'than read the New Testament. They could not read a book or 'newspaper, and to speak of reading as a pleasure was not to be

'thought of. The writing and arithmetic were still more deficient. 'The most of them could not write their own names creditably, or 'repeat the multiplication-table.'

A more favourable state of education among factory workers is deducible from returns which we obtained from employers of labour in the 'village' of Bridgeton. These gentlemen met our wishes with an alacrity and a desire to carry out the purposes of the Royal Commission, that called forth both admiration and gratitude. Men of high social position, and absorbed by the calls of great undertakings, they did not hesitate a moment to respond to our call, and furnished us with separate returns of the establishments under their control. We would willingly have extended our inquiries so as to have overtaken the whole city; but, as time pressed, we resolved to rest content in the meantime with this sectional return of the schedules handed in. We present the following summary and analysis:—

BRIDGETON DISTRICT (VILLAGE).

State of Education among Employés in Factories.

	No. of Males who can Read			Total of Males.	No. of Females who can Read			Total of Females
	Well.	Indifferently.	Not at all.		Well.	Indifferently.	Not at all.	
From 13 to 25 years of age.	467	161	77	705	1449	777	218	2444
From 25 years of age upwards.	876	203	35	1114	489	185	41	715
Totals,	1343	364	112	1819	1938	962	259	3159
	No. of Males who can Write			Total of Males.	No. of Females who can Write			Total of Females
	Well.	Indifferently.	Not at all.		Well.	Indifferently.	Not at all.	
From 13 to 25 years of age.	361	211	125	697	802	591	1035	2428
From 25 years of age upwards.	752	285	83	1120	233	196	288	717
Totals,	1113	496	208	1817	1035	787	1328	3145

Here, in an aggregate of nearly 5000, we have (setting aside the decimals) fully seventy-three per cent. of males who can *read* well, twenty per cent. who can read indifferently, and six per cent. who cannot read at all; and of females, sixty-one per cent. who can read well, thirty-one per cent. who can read indifferently, and eight per cent. who cannot read at all. Again, we have sixty-two per cent. of males who can *write* well, twenty-nine per cent. who can write indifferently, and eight per cent. who cannot write at all; and of females, thirty-three per cent. who can write well, twenty-five per cent. who can write indifferently, and forty-two per cent. who cannot write at all.

It will be observed at a glance that, if these returns fairly represent the state of education among the factory workers, they show a marked difference—amounting nearly to a contrast—between the

results as set forth in them, and the results obtained from those in charge of evening-schools, and from our own examination. Either they are not of the race of children whom we found receiving so indifferent an education in so many of the district schools, or they have perfected that education in some mysterious manner. Most of the young persons attending evening-schools came from factories and works of a similar character, and we have seen in what condition they were educationally, so that they must have come from other factories than those from which our returns were obtained, or on one side or other a mistaken estimate has been made of their attainments. We incline to believe that the factory owners, and those who assisted them with these returns, have been led to form too favourable an estimate of the condition of their workpeople. We cannot believe that sixty-one per cent. of the mill-girls can read well, and that thirty-three per cent. of these girls can write well, —the word 'well,' too, used to distinguish the attainment from reading and writing 'indifferently.' We say this with the most perfect respect for these gentlemen. We must account for the discrepancy in some way, and we can only account for it on the supposition that the test applied has not been sufficiently stringent, and that the anxiety young persons have to conceal their ignorance, and to lay claim to attainment which they do not possess, has, to a considerable extent, given a colour to the estimate that will fade before the light let in upon it from other quarters. In two amateur schools in the district, opened exclusively for mill-girls, superintended by gentlemen, and taught principally by ladies, the attendance was very large. The only qualification demanded on admission was inability to read. These two schools would have absorbed all the females, who could prefer this qualification, from the factories which have made these returns, representing an aggregate of 3159, and room would have remained for an equal number more.

Before further discussing this branch of the subject, we subjoin a table showing the number of evening schools in the districts, and the attendance, with the proportion which it bears to the population:—

Name of District.	Number of Evening Schools.	Number on Roll.	Number in Actual Attendance.	Proportion of Actual Attendance to Population of District.
Bridgeton District,	12	1485	1061	1 in 45.
Calton ,,	9	563	496	1 in 74.
Milton ,,	7	562	412	1 in 80.
Central ,,	16	1343	996	1 in 46.
Anderston ,,	11	835	630	1 in 64.
Clyde ,,	8	775	555	1 in 55.
High Church ,,	10	765	580	1 in 83.
Hutchesontown ,,	4	394	323	1 in 140.
Tradeston ,,	7	263	225	1 in 170.
Blythswood ,,	1	91	85	1 in 340.
	85	7076	5363	1 in 74.

These returns would be misleading, however, if we did not except Blythswood district from the calculation, because the fact of there being only one evening-school in it, with an attendance of eighty-five, and so depreciating the aggregate percentage in its relation to population by four per cent., instead of establishing the want of interest in education among the people of the district, simply indicates that such schools are not needed, and therefore are non-existent. It will be seen at a glance, however, what a miserable attendance after all these schools command, when spread over the whole city. The average of each is sixty-two, showing, when we have regard to the great numbers that frequent a few of the schools, that the bulk of them contain mere handfuls. It would be improper to overlook the circumstance, in connexion with this remark, that there are a few amateur schools, organized, superintended, and taught by a number of philanthropic ladies and gentlemen—two very admirable ones for females in the very heart of the eastern districts,—where an education of a very elementary kind is given, with a persistent earnestness that has received its reward in a wonderful degree of success.

The important inquiries remain, whether evening-schools are deserving of encouragement, and, if we are to give an affirmative answer, what is the best way of promoting their increase and utility? As to whether they are deserving of encouragement, two answers may be given. There are very many young persons of both sexes, who, but for these schools, would be without education—a statement of fact which at once proves their necessity. They are a supply to meet a demand, and they are a provision by which benevolence can to some extent overtake neglect. Again, there will be evening-schools to meet both emergencies, so that it is at once the duty and interest of the community to have them sustained and conducted on the best principles. Children are generally sent to day-schools by their parents, where the parents are themselves ignorant or careless, because of contiguity, or at the solicitation of some inferior teacher; but, as a rule, young women, and still more, young men, have a preference for superior schools and schoolmasters, so that, were such superior schools common and convenient of access, they would be resorted to, while in most instances inferior ones would be neglected, and this without any violent means which would jar upon the feelings of the public, and by a course the most legitimate the better schools would be resorted to and inferior ones would disappear. Our position, then, we repeat, in regard to these schools, is that, as they will exist in a city like Glasgow in large numbers whether we will or not, it is the duty and interest of the public to have them placed on the best possible footing; and that there are and will be in any state of society many persons whose education has been neglected when they were of school age, who, if they are cut off from access to evening-classes, will be wholly destitute of regular instruction, and will therefore offer fewer hostages to fortune for their intelligence and good conduct. Connected with these observations is another, not destitute of importance, that, without sufficient care in promoting the education of children

of school age, so as to make them as independent as possible of supplementary training,—evening-schools, if exalted into the same position as day-schools, might be productive of mischief; parents and children would all the more readily be tempted to neglect the early training of the latter in the belief, or at least on the pretext, that the want could be supplied later in life at the evening-schools. Even as things are, we found that many of the day schoolmasters, when remonstrating with parents on the impropriety of removing their children before they had received a sufficient education, were met with the argument that the evening-schools would afford them the means and opportunity of supplementing their education up to their necessities. It is perfectly clear to our view that, were the Legislature or the Government to organize a plan for assisting evening-schools, different from and beyond the provisions of the existing regulations, to be safe and effective it would fall to be accompanied by a system that would, at the proper age, overtake and enforce the education of children. With this precaution, evening-schools, carefully spread over a city, systematized, aided, and inspected, might prove of the utmost advantage to the community. They would furnish an education to those persons who had been neglected in youth; they would provide the means to those who had obtained a mere elementary training of prosecuting more advanced studies in those branches of knowledge which are in demand, where so much mechanical science enters into their daily avocations; and were an efficient educational test to be enacted, they would enable the Legislature to require the stated attendance at them—for a given length of time, or until the test were satisfied to a higher extent than when applied to children—of those 'young persons' described in the Factory Acts, who occupy the hiatus between children and men and women of full age. The wants and weaknesses of these schools are well described in the letter to which we have repeatedly referred; and the necessity of their receiving supplemental aid in a new and generic form is also dwelt upon. Our remarks, however, embrace a wider field, because they look chiefly to their efficacy as a branch of a national system.

FACTORY AND PRINTFIELDS ACTS.

Factory Acts, 7 Vict. c. 15; 13 & 14 Vict. c. 54; and 16 & 17 Vict. c. 104—Bleaching and Dyeing Works Act, 7 Vict. c. 15—Printfields Regulation Acts, 8 & 9 Vict. c. 29; and 10 & 11 Vict. c. 70.

NOTHING would be easier in legislation than the consolidation of these Statutes. In the few unimportant details wherein the Acts differ, and it might be considered necessary to retain the distinctions, the introduction of separate clauses would prevent confusion. This statement will be considered *per se*, because undoubtedly our experience of the working of the tests, and of the half-time

system, which may be described as a modification of the test, points strongly in the direction of a change in several of the arrangements.

It may prove useful, before discussing the operation of these enactments, to describe them briefly in detail:—

In all the Acts, a 'child' is described as a person under thirteen years of age.

In the Factory and Bleaching and Dyeing Works Acts, a 'young person' is described as a person of the age of thirteen, and under eighteen; in the Printfields Acts a 'young person' is of the age of thirteen, and under sixteen.

No child under eight years of age can be employed in any of these works.

No child or young person under sixteen years of age can be employed in any of those works without a medical certificate of age and strength.

In factories and bleachfields, no persons under eighteen can be employed without their names being registered; in printfields, no child can be employed, unless on production of a certificate from the master of a school that he or she has attended the prescribed time—the certificate being delivered to, and retained by, the employer of the child.

Under the Factory Acts generally, no children, young persons, or women, can be employed before six o'clock in the morning or after six at night, except between 30th September and 1st April, when, on a notice sanctioned by the inspector, they may be employed between seven in the morning and seven at night. On Saturdays they cannot be employed after two o'clock. Under the Printfield Acts no child or female can be employed between ten o'clock at night and six in the morning; and no child can be employed more than six and a half hours on any day. Exceptional rules for making up lost time and for holidays need not be noticed.

The arrangements made by the Legislature for securing the education of the children, so as at once to interfere as little as possible with the interests of labour and to gain the end in view, fall to be noticed with greater particularity.

In the case of factories and bleaching-works, the law takes no cognizance of the education of children previous to their being employed. In the case of printfields, it demands that they shall have been at school at least thirty days, and not less than 150 hours before being employed—a very unnecessary and useless distinction. In factories, every child must attend school for three hours between eight in the morning and six in the evening of every working day, except Saturday. In printfields, the demand is not so exacting—the requirement being that a certificate shall be produced of the child having attended school during at least thirty days, and not less than 150 hours, of each period of six calendar months during which the employment of such child shall be continued. In factories, during the four winter months, a relaxation of half an hour *per diem* is made in the school attendance; and in printfields care is taken to prevent one species of evasion, by requiring that school attendance

shall only be given during the same hours as in factories, and that no attendance of less than two and a half hours, or more than five hours, on any one day shall be reckoned in computing the aggregate of 150 hours. Under the Factory Acts, the employer must pay for the education of the child, deducting the amount from the child's wages; under the Printfields Acts, the employer has only the right to call for the schoolmaster's certificate—a distinction, in the latter case, which has proved a fruitful source of fraud and evasion, without necessity, call, or benefit of any kind. In factories, when children are employed for ten hours on three alternate days, they must attend school for five hours on each week-day preceding each day's employment, except on Saturdays. In printfields there is no corresponding provision. In both factories and printfields, the competency of the schoolmasters employed is sought to be secured by giving factory-inspectors authority to annul the certificates of incompetent schoolmasters—a contrivance, as will be shown, which has not been by any means successful, especially where the circuit is large and the teachers are numerous.

Half-time System.

Before considering the general question, it will be proper, agreeably to our instructions, to refer to what is called the half-time system. The object sought is to combine instruction with labour, to allow as much work to be taken out of the child as, without injury, it is capable of, taking care the while to provide that its education is being carried forward steadily and persistently. Such is the object and spirit of the legislation; how far the end has been gained is a question of some difficulty to determine.

The half-time system may, under the Statute, be carried out in two entirely different ways. The most common and the best known arrangement is that—as every child between eight and thirteen years of age must attend school three hours of every day, except Saturday, on which it is employed in a factory—so many of the children shall give attendance at school in the early part of the day, taking the places in the factory in the afternoon of so many more children, who then attend school. The other arrangement is to allow children in factories to attend school on three days of the week, for five hours each day, and to labour the other three days ten hours each day, learning and labouring on alternate days. This last system is almost practically unknown in Glasgow, and probably in Scotland; and those factory owners who have been communicated with on the subject do not consider it of any use, as their works could not be carried on under it. The only instance of its existence is in a lucifer-match manufactory; but even here it is in small repute, the boys being considered too young, under eleven years, and, in the words of the manager, 'he did not see that the children received 'much advantage, so far as education was concerned.' It is much more surprising that the half-time system proper, and which alone is understood in the west of Scotland to be referred to when the subject is spoken of, is almost wholly ignored in Glasgow. There

is one establishment, however, in Bridgeton, a large cotton-spinning and thread-manufactory, in which it has been persistently carried out for a long period, and where, from the high character of the firm, it may be said to have received a fair trial. In order to give it that trial they have maintained a school of their own, outside the factory, but almost exclusively for the factory children. It is no reflection on the enterprising owners, it is rather incidental to the circumstances, that the school is an inferior one. The master, an elderly man, was not trained as a teacher. He betook himself to the work more from necessity than choice; and considers himself sufficiently remunerated with 12s. a week for teaching some sixty factory children. At one time there were more than double this number; but fewer children now apply to be employed in cotton-mills, when they can get work elsewhere, from its being an unhealthy occupation. The children in this school are taught to read and spell, and a few of them to write. So many of the children are at school between nine and twelve o'clock, and the rest take their places between three and six o'clock. We have gone into these details, because they afford the best illustration within our reach of the half-time system, and of a school equipped for the very purpose of carrying it out.

So far as the plan is consistent with the interests of employers, we may state that the firm already referred to do not consider it vexatious or troublesome. This is not the common feeling, however. On the contrary, its infrequent use is rather to be ascribed to the conviction among mill-owners, several of whom have attempted it, that it is vexatious. Having inquired at one of the heads of a very extensive cotton factory in the same neighbourhood, why he did not adopt the half-time method, he replied at once, 'We could 'not be bothered with it; we find it more agreeable, and fully as 'economical, to have no children under thirteen in our establish-'ment.' Another firm, who employ a few 'half-timers,' gave a similar testimony. They thought that it would be better to allow no child to enter a factory until it had reached eleven years of age, and then, so far as education is concerned, the law should cease to take cognizance of it. It involves no inconsistency with these opinions and feelings, that in a few factories resort has been had of late to the half-time system as a temporary measure. Owing to the cotton famine, many of the mills were stopped, or were run on short time; and great numbers of the operatives found their way abroad, or to other occupations. The works, however, are now in full operation, and hands are scarce, so that, as a matter of present expediency, children have been employed. When the exigency ceases, the expedient will also cease. So say the employers. They consider it, in the language of one of them, 'a roundabout, unsatis-'factory way of gaining the end;' and even after they have submitted to the annoyance, the children leave for other employments, where the same restrictions on labour do not exist. Educationally considered, then, the experiment is far from being satisfactory. The solitary plea that can be urged on its behalf, and one that would have no existence were there a national system of education,

that would overtake the masses, is that by it parents, who would otherwise neglect their children, are induced to send them to school. The argument, as matters stand, has considerable force; but, employed in another direction, it lends great weight to the plea for a national system, seeing, if it be true that there are many parents among the labouring classes who will not send their children to school without the money stimulus, the necessity becomes all the greater to have these children educated under a provision that will make their training depend on a motive less fitful and precarious. One grave and primary objection to the factory plan of educating the young is, that it only takes cognizance of quantity, not of quality. In this respect, the legislation for every kind of public work is the same, and fails. The law demands that so much time shall be dedicated to education, but it bestows no care, and furnishes no provision to insure its efficiency. It may be worthless. The child may sleep or idle or run riot in school; it is enough that it has attended the statutory number of hours. That this is no imaginary picture is abundantly established by numerous illustrations occurring during our investigations. Taking an instance, almost at random, from our notes of the examination of a school in the east end of Glasgow. It is there stated: 'Another boy, sixteen 'years of age, was present, who was beginning to write, and could 'scarcely read at all. Had left work regularly to attend school, 'had always furnished certificates of his attendance, and who, not-'withstanding, was in this state of ignorance.' No doubt, the Acts give authority to the factory inspector to annul a schoolmaster's certificate, if he be of opinion that such schoolmaster is unfit to instruct children, by reason of his incapacity to teach them to read and write, from his gross ignorance, or from his not having the books and materials necessary to teach them reading and writing, or because of his immoral conduct, or of his continued neglect to fill up and sign the certificates of school attendance. But a schoolmaster may fulfil all the conditions, in the absence of which alone he can be set aside, and yet fall miserably short of the requirements of the situation. Of how few can it be said that they are *incapacitated* to teach reading and writing, that they are grossly ignorant, and so on? Besides, an inspector of factories is not a school inspector, and most of the schools attended by these children are not certified, and are not therefore under an educational supervision. Indeed, many of the best teachers will not consent to have factory children for scholars, because they upset all the arrangements of a school. The duties of a factory inspector, moreover, primarily and chiefly relate to the hours of labour of the different orders of *employés*, to the fact rather than to the condition of the education of the children, to the state of the machinery, and to the numerous provisions which go to insure health and safety and order. These inspectors are not expected to step aside from these duties to exercise a totally separate and entirely incongruous prerogative. This, then, which is the sole provision to insure the efficiency of the teaching, is to a great extent a legislative make-believe or dead letter. The circumstances must be of a very flagrant and excep-

tional kind which bring a teacher of factory children under the ban of the inspector. In one of two great factories in Glasgow, the teacher of the factory school is also a time-marker, that is, he keeps the time-bill of the establishment; in the other, he is a clerk. With such schools the inspector would never dream of interfering. But, it is submitted, that were the inspectors ever so competent for the work, and the teachers ever so well qualified, the failure does not lie at the door of either, but is to be traced to the system. In conversing with the overseer of the great cotton and thread work to which reference has already been made, a man whose experience extends over thirty years, he admitted frankly that the education obtained in the factory school was altogether defective, and would not be available for any useful purpose, unless supplemented by attendance at an evening school; and he added a remark of great practical significance, that a child would be far better educated, if allowed to attend statedly at school until it had reached eleven years of age, than if it attended a school under the factory regulations until it was thirteen; and that children sent to factories before they had reached ten or eleven years of age were of very little use. Even in respect of the health of the children, the system is pernicious. They work, lightly clad, in an Indian climate, and when the bell rings they are tumbled into the streets, it may be amid rain and snow and a piercing wind, to find their way to, and take their place on the benches of, a cold schoolroom. Selecting again at haphazard a paragraph from our journal on this head, we shall quote the words as taken down at the time the school was visited: 'One of the pupils was a girl, who said she was thirteen 'years of age, although no one from her appearance would have 'believed her to be more than nine. She was employed in a cotton-'mill, and wrought in one of the warmest parts of it. By the 'change from such a heat to the cold air of the school, she was 'suffering from a very severe cold, and was so hoarse as scarcely to 'be able to speak. She seemed quite spiritless and oppressed with 'her work. Other three of the pupils (girls), much older than the 'rest, said that many of the younger girls, working in the factory 'beside them, were quite incapable of doing the work assigned to 'them without the friendly assistance of older and stronger ones.' Again, the manager of a gutta-percha manufactory in the same district stated that 'his employers took in boys at any age, as they 'had' (he said) 'to pass no doctor, and were under no inspection. 'He regretted to see such a state of matters, and was strongly in 'favour of an education test.'

As the half-time system is greatly in repute in some parts of the country, it may not be out of place to give the reasons, especially as it will go far to explain why some of the factory inspectors speak warmly in its favour, while others discourage it as strongly. One practical reason, as we have said, why the Glasgow factory owners are against it, is that, after they have submitted to the drudgery of its operation, the children leave for other occupations; but in some of the country places in Scotland, where the system prevails, there is perhaps only a single great work in the neighbourhood offering

employment to children. The want of competition goes far in these cases to reconcile the owners and the children to the system. So in some districts in the central counties of England, the children have only a choice of factories, and all parties have thus become so reconciled to it that it works smoothly and agreeably. In central England it may be said to be indigenous; in Scotland it has never taken root, and so, while in England more than nine per cent. of the whole number of persons employed in factories are half-timers, in Scotland a little over one per cent. belongs to the class.

Equally connected with the half-time system and the working of the Factory Acts, is the question whether, on the one hand, children should not be allowed to enter factories and public works before the age of ten or eleven; and, on the other hand, whether at the age of eleven they should not be allowed to enter as 'young persons,' subject only to the restrictions imposed in relation to such. Sir John Kincaid's proposal aimed at a compromise. He concurred substantially in the advantage of retaining the existing arrangement, for the sake of obtaining the best education that could be got for factory children; but, with a view to stimulate the parents to attend to their education, he suggested that those children who at eleven years of age could satisfy a test, framed and applied to suit the circumstances, should pass into the category of young persons equally as if they had attained the age of thirteen. Writing in 1852, Sir John says:—'I would respectfully submit whether 'education should not be substituted for age as the qualification 'for a young person to be employed in factories; namely, that 'every child, eleven years of age, who could read, write, and understand what he reads and writes, should be eligible for employment 'as a "young person," and none under fifteen years of age should 'be eligible who could not.' 'I have consulted,' he says, 'mill-owners, and many other individuals well qualified to judge of this 'proposition, without meeting a dissentient voice.' When Inspector Kincaid wrote these words, he was speaking of Scotland; and they apply equally as when they were written, if we except the 'fifteen years,' up to which age he would exclude all persons who could not answer the education test, from employment. So far as we have had opportunities of judging, the opinions of mill-owners vary between thirteen and fourteen years of age as the period on reaching which their *employés* should escape educationally the surveillance of the law. In Sir John Kincaid's view generally, Mr. Inspector Redgrave must be held as substantially concurring. In 1857, he says, 'The principle of placing a premium upon the 'character and acquirements of children, by making employment 'depend upon their possession, is a most satisfactory advance in 'the onward progress of education.' Again, 'In dealing with 'factory labour such a principle could be easily applied by making 'full-time employment depend upon the possession of an educational 'certificate as well as of a surgical certificate; in fact, I would 'place the educational certificate as of the higher value of the two, 'and allow a child having attainments, to work for full-time a year

'before such permission should be given to a child not possessing 'the required certificate. The age at which the privilege of full-'time employment should be granted, whether at eleven years of 'age, as advocated by my colleague, Sir John Kincaid, or at thir-'teen years of age, as proposed by Mr. Akroyd, or at the medium 'age of twelve, which would, perhaps, be more advantageous both 'to the manufacturers and to the children, is, perhaps, not of so 'much importance as that some age should be fixed at which an 'educational certificate should be absolutely required. I believe 'very satisfactory reasons can be given for fixing an age less than 'the present limit of full-time employment, thirteen years. Look-'ing to the general demand for child-labour, to the age at which 'children are employed in labour not under the operation of the 'Factory Acts, and considering that at the age of twelve years the 'children of the working classes have left school, and nearly all 'find *full-time* employment of some kind or other, it would seem 'no more than equitable that the children employed in factories, 'or labour now restricted to the duration of the ordinary working 'day throughout the country, should be in a position to claim full-'time employment.'

Mr. Leonard Horner, on the other hand, while condemning the kind of instruction given to factory children, strongly advocates the half-time system itself. How far his liking for the thing was owing to his supervision of a district in which both masters and operatives were familiar with the system, we do not stop to inquire. He more than doubts the efficacy, however, of an arrangement by which the child of eleven, possessing an educational certificate, would be allowed to pass into the rank of young persons. He says, 'Every 'one who has examined them knows that the ability of a child to 'read, even fluently, and his attaching a meaning to the sounds he 'utters, are seldom combined. The power to read is, therefore, 'no test of education in its proper sense. If the child of eleven 'years of age is to work full-time, not only will his future educa-'tion be hopeless, but there will be a very good chance that he 'will lose even the power to read, a case of not very uncommon 'occurrence; for the number of young men and young women 'who will have the inclination and the energy, after working all 'day, to attend an evening-school, will ever be a small proportion; 'and still less would it be the case with mere boys and girls. 'Thus they would be sent into the world with the power to read, 'but that only permanent by continued exercise, and totally with-'out that foundation for right conduct and success in after life 'which would be laid were they to pass some years in an efficient 'school.' The efficient school, he admits, is a rarity; and his description of the case, as we now quote, is no caricature of it as existing in Glasgow: 'It is very true that a large proportion of 'the children employed in factories who obtain certificates of at-'tendance at a school, in fulfilment of the letter of the enactments 'in the Factory Acts on that head, have received no instruction of 'any value. But for this the Legislature is alone to blame, by 'having passed a delusive law, which, while it would seem to pro-

'vide that the children employed in factories shall be *educated*, 'contains no enactment by which that professed end can be secured. 'It provides nothing more than that the children shall on certain 'days of the week, and for a certain number of hours each day, be 'enclosed within the four walls of a place called a school, and that 'the employer of the child shall receive weekly a certificate to that 'effect signed by a person designated as a schoolmaster or school-'mistress. Not a word is said as to what the instruction shall be, 'and the lowest possible qualifications that could be applied for 'teaching the rudiments of infantine training are declared to be 'sufficient for the granter of the certificate. Power is given to the 'inspectors to see that the other parts of the Acts are substantially 'carried into effect, but, as regards this most important part, their 'right of interference has been strictly limited. They cannot 'require the removal of the children, from a place which they see 'to be a mere mockery of education, to a good school available on 'the spot, or within an easy distance. If the children are crammed 'into a cellar, and it is called a school, they must accept the certi-'ficates of the professed teacher therein. When such certificates 'are valid, it is not to be wondered at if ignorant parents, unable 'to appreciate the value of education, send their children where 'they can obtain the legal qualifications for employment at the 'least expense. Then as to the employer of the child—in nine 'cases out of ten he looks no farther than to the possession of the 'legal certificate, and gives himself no concern about the nature of 'the education.' 'I have been in many . . . schools, where I 'have seen rows of children doing absolutely nothing; and this is 'certified as school attendance; and, in statistical returns, such 'children are set down as being educated.' Once more, Sir John Kincaid, in 1856—who by this time had seen the objections urged to his views, and had given them the fullest consideration—re-asserts his first faith, and says:—'I speak advisedly when I say 'that a child of ordinary intellect, if sent to school at eight years 'of age, would be able to read and write tolerably at the age of 'eleven. In my previous observations on that head, I gave an 'opinion, to which I still adhere, that a child eleven years of age 'is able to perform the factory work usually required from one of 'thirteen years; and I therefore suggested that a child eleven 'years of age, who could read and write, should be eligible for em-'ployment in factories as a "young person," while none, unless so 'qualified, should be entitled to such employment under fourteen 'years of age. The advantage thus held out for an educated child 'to be able to obtain a living three years sooner than one who 'was not, would, I venture to think, be an advantage which few 'parents would be found to neglect; it would, moreover, leave the 'religious portion of the child's education under the control and 'direction of the parent, and thus remove a difficulty which has 'damaged every useful educational scheme that has yet been pro-'posed.'

It would be useful, and not impracticable, to learn the sentiments on this question of all the principal owners of factories and great

works in Glasgow. We have had an opportunity of conversing with and otherwise ascertaining the opinions of a considerable number of these; and, while there are exceptions, the common feeling seems to be that, in their educational aspects, the Factory Acts have failed, and that the recommendations of Sir John Kincaid would be satisfactory to the manufacturing interest, and might be fairly accepted as an experiment likely to succeed. The only effectual remedy, however, must be a national system of education, which shall reach in its provisions the entire community. We should not then have to struggle against the combined ignorance and cupidity of parents; for until we can secure a succession of educated parents, the children will never be sent regularly to school, if their labours can be turned to profitable account. The Factory Act of 1833 was the first experiment of making attendance at school an essential condition of children finding employment at factories. More than thirty years' experience of its operation has familiarized them with the principle; but so long as the young are allowed to grow up in ignorance, and to transmit that ignorance to those who come after them, no lapse of time will ever bring an ignorant parentage to attach that importance to education, over gain, which is its due. The fact that so many parents, belonging to the humblest classes in Glasgow, feel that they have neglected neither duty nor opportunity in sending their children to industrial employments without being at school, or after they have been there for a very short period,—that the children are irregular in attendance,—and are withdrawn on the slightest impulse, is not to be accounted for on any ground save that stated; for in Edinburgh, where the demand for juvenile labour is so much less, no difficulty is experienced in getting children to attend the free Heriot schools with punctuality, and for a length of time, whereas, in Glasgow, the contest is so severe between education and money-making, that by common consent it results in education going to the wall.

It may not be out of place, before closing these remarks, although it is somewhat foreign to our province, to say that factory owners generally, so far as we have had opportunities of judging, are satisfied with the Statutes under which they are placed, in the provisions that bear on the working of the factories. The dinner-hour being different in Scotland from what it is in England causes a slight *hitch* in the arrangements, but this is all.

Education Test.

To some extent we have anticipated the inquiry respecting the expediency of an education test. It may be fairly assumed that as education becomes general, will it be prized, and the necessity of enacting laws for its promotion will be diminished. But in the best state of society, there will be ignorant, careless, and immoral parents, whose offspring will ever be the pests of the community, who will regard no authority except that of compulsion; while many more, who would not be unwilling to see their children educated, are apt to be swayed in the desire to have the advantage of their children's

earnings. But whatever may be our anticipations from a better order of things, the realization is still future. With regard to education tests, no one can read the reports of our inspectors of factories, or look with his own eyes on the system as now in operation, without arriving at the conclusion that, unless aided by legislative action, which will take cognizance of the education provided, such tests will fail to secure sufficient instruction, whatever be their form or application. We have already indicated wherein, by general concurrence, they fall short in factories; and their failure is helped by the consideration that there are large works, which do not come within this category, where children are employed without reference to age, hours, or education. In a town like Glasgow, these works neutralize the benefits, such as they are, of the Factory Act provisions, because they serve as a constant drain, and children leave factories, where they are paid as half-timers, to go to employments where they may work full time. This is an anomaly productive of the worst results. But there are other elements in this question of education tests that serve to neutralize the good that may be expected from them, as they are now framed and enforced. For example, in and around Glasgow, and in other parts of Scotland, are great printfields, which have been placed under Acts applicable to such works. These Acts are 'to regulate the labour of children, young 'persons, and women in print-works;' and the manner in which they seek to carry out the statutory provisions has been already explained. In general terms, the law requires every master of a school, which is attended by children employed in a print-work, to keep a register of their names and attendance, and every occupier of a print-work to obtain a certificate from the master of each child's attendance at school, according to the form annexed to the Act. In the course of our examination of the schools in two of the Glasgow districts especially—Calton and Bridgeton—we found that these requirements were widely and systematically evaded, and that individuals drove a small trade in issuing false or forged certificates, for which the common charge was sixpence. The methods adopted for evading the Act are various. A master or mistress of an inferior school is tempted to give a certificate, the illegality or immorality of the transaction being forgotten in its frequency, or atoned for in its purpose. One miserable creature, who has kept a school in Glasgow for thirty-seven years, had been a chief offender, until he fell under the ban of Sir John Kincaid in 1858. We feel by no means assured, however, from our own intercourse with the man, that he may not have discovered other means to satisfy the requirements of the Statute. A schoolmistress, of whose practices in the same direction we obtained some hints, took fright and disappeared. While examining a school one day in Bridgeton, the master was sent for by the overseer of an adjoining factory to ascertain if certain certificates of school-attendance, to which his name was appended, were genuine. When he returned, he stated that they were all forgeries. When calling on a highly respectable teacher, he mentioned that, only a day or two before, a decent-looking woman had waited on him with her son, and requested a certificate

of his school-attendance, tendering at the same time a fee. She did not appear to think that her request was calculated to excite any surprise, although the boy had never been at the teacher's school, or, as far as he knew, at any school. Scarce a school in the eastern districts of Glasgow but had its revelations touching the issue of these simulated certificates. But these frauds are not carried out by the connivance of disreputable teachers alone. Lodgers grant certificates, to please their landladies, in favour of the children of the latter; workmen, to get particular children into a work; and even mill-girls, to assist a juvenile of the order. Books containing certificates, with printed instructions for filling them up, are sold by the small booksellers in the districts; and the matter being the subject of frequent conversation, all the *employés*, however ignorant on other topics, are familiar with the routine to be observed.

Having assurance made doubly sure that fraudulent certificates had been reduced to a system outside these works, we felt curious to know how they were treated *intra parietes*. The observation is not intended as in any way reflecting upon the factory owners of Glasgow, than whom, as a class, there does not exist a body of more excellent, high-minded men. This was a more delicate task. In many factories there is no doubt that all the concurrence is yielded to the requirements of the law that can be expected; and, unless when juvenile labour is scarce, the owners have no interest in acting otherwise. Still, except they be of a very philanthropic disposition, or of exceptional conscientiousness, or are jealous of their own good name, they are not likely to act as a private executive in carrying out ministerial arrangements, which considerably clog their free action and limit the supply of hands—an abridgment of workers which throws them upon a different order, and compels them to employ young persons over the prescribed age, whose wages are higher. Accordingly, the examination, retention, and ascertained renewal of certificates is a duty intrusted to a clerk or subordinate; and it depends on the view he takes of the question, and upon a variety of incidental circumstances, whether it is performed in a conscientious or perfunctory manner. Besides, these are not mere ministerial acts that we have enumerated; but acts in the discharge of which the utmost vigilance requires to be practised.

Hitherto we have found that the education test, both in factories and print-works, is of the same character, though differing in manner and form, and offering facilities for its evasion in printfields, which do not exist in factories. The test in both is founded not on acquirements, but on attendance at school; and should the law remain as it is—the law, we mean, which allows children of eight years of age to become industrial labourers, and which ignores a national scheme that would take cognizance of the education of the masses—whatever may be done to improve the teaching of factory children, there can be little to say against the system itself. The choice is too often between the existing education given and no education at all. But if a method can be devised at once to take cognizance of the education of the young,—to make that education imperative up to a standard, so elementary as at once to secure the

thing wanted, and not to dishearten and disgust by its severity,—to make the age of entering these works more advanced, so as to make certain a reasonably good education to the child beforehand,—to place a premium on diligence, by authorizing children, whose progress has been marked, to pass one, or two, or three years earlier from the rank of 'children' to that of 'young persons'—and to confine the granting of certificates to properly qualified and authorized teachers,—it cannot be doubted that it would be of the very greatest benefit. Even graduated certificates—divided into classes—might be given according to the degrees of merit, the holders of which might escape one, two, or three years of probation as the case might be. The 'Association of Certificated Schoolmasters of Scotland,' in replying to a query as to the enforcement of an education test before children under twelve years of age could be employed, say it 'might have a beneficial effect, but compulsory education would 'alone accomplish the object.' The governor of the Buchanan Institution, himself an educator of great experience, in a letter addressed to one of us, says,—'The teachers of Glasgow, I think I 'may say, are unanimous in desiring an educational test for employment before children have reached a pretty mature age, as 'the best means of bringing the selfishness of parents to co-operate 'in promoting the best interests of their children and of society. If 'no child under fourteen could get regular wages unless on the 'production of a certificate of education, and if a child of ten, *with* 'such a certificate, were allowed to earn wages, we think this indirect 'compulsion would have a valuable effect upon the apathetic and 'vicious parentage of our large towns.'

Although having no direct bearing on factory schools, as illustrative of the principle of making progress the condition of advancement, reference may here be made to the school in Glasgow Barracks, not the one for children, but for the soldiers. The regiment is the 59th, of English origin, and about 750 strong. The attendance on school was voluntary; but after electing to attend, they were compelled to attend. About a third of the men availed themselves of the privilege. It was an interesting and instructive sight to witness this school in operation; but it would be out of place to go beyond the incident, which connects its arrangements with the matter now under discussion. A 'regimental order' was issued by the Lieutenant-Colonel in command, to the following effect:—'The commanding officer wishes to impress upon the men of the 'regiment the very great benefit which will result, as well to themselves as to the service, from their regular and punctual attendance 'at school; and although he does not desire that they should continue to attend for an indefinite period, he considers that those 'who attend school at all should not be exempted from it until 'they receive from the schoolmaster a third-class certificate.' [The form was to the effect that the holder could 'read tolerably, write 'a little from dictation, and was thoroughly master of the few 'simple rules of arithmetic.'] 'The commanding officer desires it 'to be understood that, as soon as sufficient time shall have elapsed 'to enable non-commissioned officers and men to attain the required

'standard, it is his intention to establish an educational test for the 'promotion of those men who, in respect to conduct and soldier-'like bearing, are eligible.' The educational qualifications of men eligible for the various grades of non-commissioned officers were then carefully specified. These rules, which were framed at the outset of the scheme, have been for a considerable period in operation. Quoting from our notes of a visit paid to this school, it is stated, on the authority of the regimental schoolmaster, a most painstaking and intelligent person,—'That the officers take an interest in the 'school and library. They see at the examination of each man's 'accounts what progress he is making, and the captain and lieu-'tenant of each company have an eye to the men who are steadily 'improving. The men know that, without education, although 'they have the soldierly qualifications necessary, they will not rise 'from the ranks.' Here then is the education test for which we contend. The test is qualification, not attendance; and advancement is made contingent upon diligence and attainment. We were assured the scheme had been productive of the best results; and the earnestness with which these soldier-scholars applied themselves to the lessons of the day gave impressiveness to the assurance.

One consideration should go far to reconcile the community to a somewhat stringent education test. It will scarcely be felt by, because it will rarely reach, those parents who are prepared to attend to the duty of bestowing a proper education upon their children. It will be almost wholly felt, on the other hand, by those who, from carelessness, cupidity, or bad habits, are willing to sacrifice the welfare of their children, and to expose them to that suffering and degradation of which ignorance is the source. These are the classes which furnish most of the poverty and crime that abound in cities, and for which the public must pay in various forms. There seems no particular reason, therefore, why the Legislature should act with special tenderness to them. They are often best protected when protected from themselves; and they may scarcely cry out when compelled to perform a duty, of which nature and Providence demand the fulfilment. The law is called upon too frequently to punish in children the criminal neglect of parents. Let us now invert the order by punishing parents, so far as coercion is punishment, for this neglect. Both society and the rising generation will have reason to welcome the change.

SUMMARY AND RESULTS OF EDUCATIONAL STATISTICS.

SCATTERED over our Report, prefixed to each district, and interwoven with the narrative, will be found sufficient data to satisfy every inquiry into the educational condition of Glasgow. It may be well, however, to gather these into a single group, and so to aggregatize them as to bring within a brief survey the entire state

of the case. This will be best accomplished in the first instance by presenting the

AGGREGATE EDUCATIONAL STATISTICS OF THE TEN REGISTRATION DISTRICTS OF THE CITY OF GLASGOW.

Name of District.	Population in 1861.	No. of Children from 3 to 15.	No. on Roll. Day.	Proportion to Population.	No. in Attendance. Day.	Proportion to Population.
1. Central, . . .	49,678	12,145	6,090	1 in 7·1	5,954	1 in 8·3
2. High Church, .	48,119	12,427	4,918	1 in 9·8	4,329	1 in 11·1
3. Bridgeton, . .	45,485	12,496	3,693	1 in 12·3	3,136	1 in 14·5
4. Calton, . . .	36,625	9,009	4,095	1 in 8·9	3 592	1 in 10·2
5. Clyde, ...	29,975	6,844	2,644	1 in 11·3	2,177	1 in 13·7
6. Blythswood, . .	28,697	6,177	4,341	1 in 6·6	4,012	1 in 7·1
7. Milton, ...	33,360	8,668	4,0. 9	1 in 8·1	3,403	1 in 9·8
8. Anderston, . .	40,945	10,120	3,999	1 in 10·2	3,309	1 in 12·4
9. Tradeston, . .	38,600	9,708	2,912	1 in 13·2	2,491	1 in 15·5
10. Hutchesontown,	44,019	11,173	3,557	1 in 12·3	3,162	1 in 13 9
Totals, . .	395,503	98,767	41,248	1 in 9·6	35,565	1 in 11·1

Name of District.	No. for whom Accommodation provided.	No. on Evening Roll.		No. on Evening Attendance.	Total enrolled Day and Evening under 15.	School-Roll, of all ages.	School Attendance, of all ages.
		Under 15.	Above 15.				
1. Central, . . .	7,811	486	857	996	6,763*	8,333	6,950
2. High Church, .	5,095	364	401	580	4,900*	5,683	4,909
3. Bridgeton, . .	3,456	606	890	1056	4,120	5,189	4,192
4. Calton, . . .	5,261	193	380	506	4,016	4,668	4,098
5. Clyde, ...	2,506	643	132	555	3,270	3,419	2,732
6. Blythswood, . .	6,243	13	78	85	3,938*	4,432	4,097
7. Milton, ...	4,647	231	331	412	4,172	4,661	3,815
8. Anderston, . .	3,859	298	537	630	3,644	4,834	3,939
9. Tradeston, . .	2,730	12	251	225	2,685	3,175	2,716
10. Hutchesontown,	3,403	233	167	323	3,460	3,997	3,485
Totals, . .	45,041	3079	4021	5368	40,968	48,391	40,933

* In tw of the schools in the Central District, representing 847 scholars; in five in the High Church District, representing 836 scholars; and in seven in Blythswood District, representing 1261 scholars, no ages have been specified in the Returns; but as few of the scholars in the day-schools are over fifteen years of age, they have been assumed in these instances to be under that age, and are reckoned accordingly. The assumption affects only the literal accuracy of this one column.

These statistics speak for themselves, and require few observations for their elucidation. We took the census of 1861 as the basis of population, because, while we might have approximated with considerable accuracy to the rate and extent of increase during the five years that have intervened, the calculation would necessarily have been hypothetical, and so subject to cavil. The numbers of children from three to fifteen years of age, enumerated in the second column of our table, we have also taken from the census. These circumstances will be kept in mind in dealing with these returns, because of the following considerations:—*first*, if the number of children on the school-roll and in attendance stands in a disheartening proportion to the population of 1861, the case must be all the more gloomy when we add some 40,000 to that population; *second*, if the number of children at school be little more than a third of the children of school-age, all the more deplorable is the fact, when we keep in mind that the latter have increased and the disproportion become greater as the population increased; and *finally*, if the school-accommodation provided be short by about a half of what

was necessary to overtake the children of 1861, the insufficiency is all the more palpable when the children of 1866 are thrown upon our hands. One other remark by way of caveat, although we have referred to it elsewhere, with regard to the number of children from three to fifteen returned in the last census as attending school, and the number returned to us. The discrepancy involves an aggregate of 10,181, which, extraordinary though it seem, is not surprising when we peruse the instructions given to the census-collectors (see Dr. Stark's letter in Appendix), and keep in view that our returns were obtained after every care had been taken to have them filled up accurately. Indeed, that we have suggested the true solution of the cause of the discrepancy, receives strong confirmation in the circumstance that, in one district (Blythswood), where the liberal interpretation we have ascribed to these instructions would be kept in check from the character of the district, and would result in fewer mistakes, we return 535 children over the number given in the census, while in every other district our table is greatly under it.

According to the census of 1861, it will be observed, from the table given above, that the number of children between three and fifteen forms exactly a fourth of the population, so that, if these be taken to represent the proper school-ages, one in four of the whole people ought to be at school. But if, as most persons think, three and four-year old infants are too young to be brought under systematic instruction, and, passing to the other extreme, that a sufficient education for all useful purposes may be obtained by the class for whom tests and compulsitors are necessary, before they reach fifteen —so, to the extent to which we lop off from one or both ends of the scale, will the proportion be modified. For example, in the census returns it is stated that there are 19,752 children of school age in Glasgow between three and four years of age, and that there are 14,718 between thirteen and fourteen, both inclusive. It will be seen at a glance with what effect these figures tell on our statistics. As thus—

Number of children from three to fifteen, . . .		98,767
Of these between three and four inclusive,	19,752	
Between thirteen and fourteen, inclusive,	14,718	
	——	34,470
Residue, . .		64,297

This—taking the ages between five and thirteen—gives between a a sixth and a seventh of the whole population that ought to be at school. Were this result secured, we would then have assimilated to the Prussian model; for while the attendance at school in Prussia is nearly a sixth of the whole population, the age ranges from seven to fourteen years inclusive. Thus much by way of caution and explanation.

Our table is self-interpreting, scarcely requiring a commentary, and the inferences are so obvious that they at once present themselves. We place our figures opposite the ascertained facts (not the questionable educational returns) of the census, and the results are in many respects startling. Assuming, according to our instructions, the school-age to be from three to fifteen, that is, above three and under fifteen, we have on the roll of day-scholars in Glasgow

one in nine and a half of the population; or, if we take attendance at school as the test, one in eleven. Again, if we compare the number on the day-roll with the number of children of school-age, we find the following result:—

Number of children,	98,767
Number on roll,	41,248
Children not accounted for,	57,519

Or, if we accept the more satisfactory test of attendance, and compare it with the number of school-age, we have—

Number of children,	98,767
Number attending school,	35,565
Children not attending school,	63,202

Once more, supposing we include the attendance at evening-schools, adding it to that at day-schools, and embracing all ages, it only enhances the aggregate by 5368; but these figures, so far from suggesting a more hopeful view of the case than when we confined our attention to the day-schools, have rather an opposite tendency, because, it will be observed, on reference to the table on page 126, that the roll exceeds the attendance by 1735 young persons who, in thus enrolling themselves, proclaim their wish to be educated, without having an opportunity of gratifying that wish.—Dismissing for a moment the matter of school-*attendance*, and turning to that of school-*accommodation*, it will be observed that, while in every district there is a surplus of accommodation as compared with the attendance, and in one-half of the districts as compared with the school-roll, yet were the number of children at school who are of school-age, the accommodation would fail to yield school-room for one half of those requiring it. Or, to be exact,—

Children of school-age,	98,767
Accommodation provided for,	45,041
Deficiency,	53,726

It will be kept in mind that, in offering these statistics, we have made no attempt to separate good schools from bad schools, whether we apply the terms *good* and *bad* to the character of the instruction or the accommodation provided. Our labour would be incomplete, however, if we did not attempt to apply to these tables of mere numbers such tests as our descriptive account of the individual districts indicates to be both desirable and attainable. Of course we cannot here pretend to the same exactness of arithmetical detail, where opinion, founded though it be on examination, must be our guide. We shall endeavour so to approximate the truth that substantially our report shall not be misleading, or, if bias be discoverable, that it shall be in the desire not to underrate the value of existing educational machinery. Generally speaking, a bad school is one where the teaching and accommodation are both bad, and it may be assumed as a rule that, where accommodation is very bad, teaching is not very good. At the same time, there are teachers, with courage and perseverance beyond their fellows, who struggle, and struggle successfully, against the difficulties of their position; and we were frequently called upon in our investigations to encoun-

ter such cases, when admiration of the man, and sympathy with his lot, led to painful contendings.

This subject is so very important, as bearing on the results of our labours, that we must claim your forbearance while we illustrate what we fear will be considered a very disheartening aspect of the educational question here. We shall endeavour to separate the day-schools of Glasgow into three classes—good, indifferent, and bad; and we shall do this, first, as descriptive of the character of the schools; and, secondly, of the accommodation provided. And in order to gain our object, and to show the distribution of these schools, we must arrange them according to their respective districts:—

TABLE No. I.

No.	Name of District.	Good Schools.			Indifferent Schools.			Bad Schools.		
		No. of Schools.	No. of Scholars on Roll.	No. of Scholars in Attendance.	No. of Schools.	No. of Scholars on Roll.	No. of Scholars in Attendance.	No. of Schools.	No. of Scholars on Roll.	No. of Scholars in Attendance.
1	Central,	33	5,954	5,224	3	257	210	3	779	520
2	High Church,	20	3,955	3,507	...	...	...	8	963	822
3	Bridgeton,	8	2,511	2,148	5	687	583	6	495	405
4	Calton,	12	2,794	2,469	5	759	633	6	542	490
5	Clyde,	8	2,234	1,849	2	280	224	2	130	104
6	Blythswood,	30	4,341	4,012	...	...	...	...	...	...
7	Milton,	14	2,709	2,450	6	1021	715	4	369	238
8	Anderston,	19	3,788	3,127	...	...	...	2	211	182
9	Tradeston,	20	2,245	1,960	3	208	171	3	459	360
10	Hutchesontown,	3	2,081	1,938	4	584	462	4	892	762
		167	32,612	28,684	28	3796	2998	38	4840	3883

TABLE No. II.

No.	Name of District.	Good Accommodation.		Indifferent Accommodation.		Bad Accommodation.	
		No. of Schools.	No. of Scholars for whom Accommodation provided.	No. of Schools.	No. of Scholars for whom Accommodation provided.	No. of Schools.	No. of Scholars for whom Accommodation provided.
1	Central,	33	7,011	3	320	3	480
2	High Church,	20	3,980	...	...	8	1115
3	Bridgeton,	8	2,355	5	660	6	471
4	Calton,	12	3,682	5	1004	6	575
5	Clyde,	8	2,203	2	228	2	75
6	Blythswood,	30	6,243	...	...	...	...
7	Milton,	14	3,149	6	875	4	623
8	Anderston,	19	3,784	...	...	2	75
9	Tradeston,	20	2,271	3	219	3	240
10	Hutchesontown,	3	2,116	4	747	4	540
		167	36,794	28	4053	38	4194

These tables involve a fresh arrangement of figures, increasing to a considerable extent the number of children not accounted for, and not attending school. We now, and with the tables to guide us, present the case thus :—

Number of children of school age, .	98,767
Number on roll at good schools, . . .	32,612
Children not accounted for, . .	66,155

instead of 57,519, which was the surplus when we allowed children attending every kind of day-school to rank as scholars. Again :—

Number of children of school age, .	98,767
Number in attendance at good schools, .	28,684
Children not attending proper schools,	70,083

instead of 63,202, which was the surplus when we allowed children attending every kind of day-school to rank as scholars.

Turning from the matter of attendance to that of accommodation, the case stands thus :—

Children of school age, ...	98,767
Accommodation in good schools, .	36,794
Deficiency of good school accommodation,	61,973

instead of 53,726, when school accommodation of all kinds was taken into account. In other words, Glasgow provides for little more than a third of the children of school age. On the principle, however, that the demand regulates the supply, Glasgow is, in this respect, free from blame; because

The accommodation in good schools is . .	36,794
Attendance at all schools is . .	35,565
Surplus accommodation over attendance,	1,229

In a sentence, while the accommodation exceeds by a trifling surplusage the number of children at school, yet were the number of children attending school who ought to be there, the supply of proper accommodation would be short of the demand by 61,973 sittings, or about two-thirds of the whole.

We cannot draw these observations to a close without remarking on the anomaly that presents itself when we view the state of education in Glasgow on the south side of the Clyde, as compared with its state on the north side. Of the 395,503 inhabitants who in 1861 formed the population of the city, 82,619, or between a fourth and fifth, resided on the south side of the river. The southern districts comprise Tradeston and Hutchesontown, where, as you will observe on perusing our remarks on these localities, education, as a whole, is of a very inferior order. But the following brief and simple statistics will show that, bad as the condition of Glasgow is, indifference to the blessings of education reaches its culminating point in the great southern suburb; and, of course, in proportion as the average deduced from the aggregate swells unduly the amount of and provision for education in the two districts, to the same extent it does

injustice to the northern division of the town. We put the comparison thus:—

Eight Northern Districts.					Two Southern Districts.				
Number of School age.	Number on Roll.	Percentage.	Number in Attendance.	Percentage.	Number of School age.	Number on Roll.	Percentage.	Number in Attendance.	Percentage.
77,886	34,779	44·6	29,912	38·4	20,881	6469	30·9	5653	27·0

or, putting the matter in another form, the southern side of the river, to equal the average of the north side, ought to have on the school-roll 9318 children, instead of which it has 6469; and it ought to have an attendance at school of 8019, instead of which it has 5653.

The worst phase of the case presents itself when we compare the school accommodation on each side of the Clyde. The northern districts, with their 77,886 children, provide schools for 38,908; if the southern districts, with their 20,881 children, supplied accommodation in the same ratio, they would provide for 10,302—instead of which they only provide for 6133, or almost a half of the very inadequate supply elsewhere. In all the calculations, moreover, we have brought into account the contribution to teaching and accommodation by every school in the two districts—good, indifferent, and bad—for we feared lest, if the minimizing process were carried much further, however legitimate the deductions might be, there would only be left a handful of really good schools on the south side, to represent the supply of what is truly a large, flourishing, and rapidly increasing town.

We supplement these observations with the two following tables:—

Table I.—Class to which Schools respectively belong.

No.	Name of District.	Sessional Schools.	Mission Schools.	Private Adventure Schools.	Episcopal Schools.	Roman Catholic Schools.	Other Schools.	Total.
		No. of Scholars.	No. of Scholars.	No. of Scholars.	No. of Scholars.	No. of Scholars.	No. of Scholars.	No. of Scholars.
1	Central District,	1,634	715	453	...	511	2641	5,954
2	High Church,	1,960	625	466	...	...	1278	4,329
3	Bridgeton,	851	...	601	210	641*	833	3,136
4	Calton,	1,322	985	514	...	594*	177	3,592
5	Clyde,	2,073	...	104	...	...	...	2,177
6	Blythswood,	531	...	1944	170	...	1367	4,012
7	Milton,	1,088	481	302	339	407	786	3,403
8	Anderston,	1,991	421	416	229	252	...	3,309
9	Tradeston,	360	670	1399	...	...	62	2,491
10	Hutchesontown,	750	572	639	...	390	811	3,162
		12,560	4469	6838	948	2795	7955	35,565

Note.—The figures in this Table are taken from the Schedules. Sometimes, as will be seen from the body of the Report, the numbers present on the day when the schools were visited were slightly different.

* In Bridgeton, the Reformatory School, which numbers 113, is included among the Roman Catholic Schools; and in Calton, St. Aloysius College, and the Convent School are ranked among the Private Schools.

TABLE II.—CHURCHES TO WHICH SCHOOLS BELONG.

No.	Name of District.	Established Church.	Free Church.	U. P. Church.	Episcopal Church.	R. C. Church.	Other Churches.	Total.
		No. of Scholars.	No. of Scholars.	No. of Scholars.	No. of Scholars.	No. of Scholars.	No. of Scholars.	No. of Scholars.
1	Central, ...	1,634	197	374	...	511	144	2,860
2	High Church, . . .	1,474	486	264	...	...	189	2,413
3	Bridgeton, ...	571	280	...	210	528	...	1,589
4	Calton, ...	1,323	130	122	...	594	493	2,662
5	Clyde, ...	1,585	488	...	...	...	...	2,073
6	Blythswood, ...	...	531	...	170	...	...	701
7	Milton, ...	1,172	580	446	339	407	...	2,944
8	Anderston, ...	1,220	771	421	229	252	...	2,893
9	Tradeston, ...	260	100	600	...	...	70	1,030
10	Hutchesontown, . . .	...	750	572	...	390	...	1,712
		9,239	4313	2799	948	2682	896	20,877

Unwilling to load our Report with tabular statements, yet we feel as though it would be incomplete without an attempt on our part to bring out what education costs. In inspected schools, receiving Parliamentary aid, the education of a child is defrayed from three sources—the school pence, the grant in aid, and the contributions of individuals or congregations, the three added together showing the entire cost of each child. In missionary schools, whose object is to reach the poor and destitute classes, the sources are only two-fold, namely, school pence, and aid derived from congregational or individual benevolence, there being no assistance from public funds. These two supplies, therefore, added together, show the cost of each child in a mission school. In order to make this return more instructive and valuable we append two tables; the first applicable to inspected schools, and the second to mission schools, where the returns were complete. This seems the only way in which results can be properly given. To sum the whole, when we have regard to the great diversity of status and locality which the schools represent, though ranged under a generic name, and in this way to aim at bringing out the average cost of each child, would serve no useful purpose, and would only tend to mislead :—

Table No. I.

Name of School.	No. in Attendance.	Each Child costs its Parents	Each Child costs the State	Each Child costs Private Benevolence	Total Cost of each Child.
No. 1. CENTRAL DISTRICT.					
St. Paul's Sessional School,	171	£0 6 0	£0 12 5	£0 9 4	£1 7 9
Balfour do.,	172	0 12 9	0 11 5	0 2 3	1 6 5
Do. do., (Industrial),	56	0 11 7	0 10 8	0 10 11	1 13 2
Freeland do.,	156	0 7 11	0 8 3	0 11 6	1 7 8
Martyrs do.,	421	0 18 3	0 13 1	0 2 5	1 8 9
Port Dundas do.,	238	0 9 0	0 11 2	0 6 5	1 6 7
St. David's do.,	881	0 15 9	0 9 11	0 5 10	1 11 6
St. Mungo's R. C. School, Boys,	253	0 3 9	0 6 6	0 6 0	0 16 3
Do. do., Girls,	178	0 4 2	0 5 7	0 12 9	1 2 6
Average,	..	£0 9 4	£0 9 10½	£0 7 5¾	£1 6 8¾
No. 2. HIGH CHURCH DISTRICT.					
St John's M'Farlane St. Sessional School,	163	£0 12 3	£0 9 4	£0 3 0	£1 4 7
Free St. John's do.,	240	0 12 0	0 9 3	0 6 9	1 8 0
Do. do. (Girls),	156	0 11 2	0 8 1	0 2 2	1 1 5
St. John's, Annfield, do.,	320	0 15 6	0 7 0	0 1 6	1 4 0
Wellpark Free Church do.,	90	0 4 5	0 10 2	0 15 11	1 10 6
Parkhead do.,	363	0 6 6	0 6 8	0 2 6	0 15 8
College do.,	170	0 8 0	0 5 7	0 7 7	1 1 2
Tennant's School (Garngad Road),	418	0 11 9	0 4 11	0 1 2	0 17 10
Average,	..	£0 10 2½	£0 7 7½	£0 5 0¾	£1 2 10¾
No. 3. BRIDGETON DISTRICT.					
St. John's, David St., Sessional,	334	£0 13 2	£0 8 9¾	£0 3 1	£1 5 0¾
St. Mary's R. C. School,	235	0 8 10½	0 5 7¾	0 2 1½	0 11 7¼
Bridgeton Sessional do.,	237	0 14 3¾	0 5 2	0 2 9½	1 2 3
Bridgeton Public do,	331	0 11 6½	0 3 0¾	0 4 8¾	0 19 4
Bridgeton F. C. do.,	280	0 12 1½	0 11 11½	0 5 5	1 9 6
Average,	..	£0 11 0	£0 6 11	£0 3 7½	£1 1 6½

Name of School.	No. in Attendance.	Each Child costs its Parents	Each Child costs the State	Each Child costs Private Benevolence	Total cost of each Child.
No. 4. CALTON DISTRICT.					
St. James' Sessional School, Boys',	395	£0 16 10½	£0 5 8½	£0 1 3	£1 3 10
Do. Girls',	70	0 11 1	0 12 10½	0 2 10½	1 6 9½
St. Andrew's Sessional,	245	0 10 7½	0 11 4½	0 8 4	1 10 3½
Chalmers' do.,	210	0 9 7½	0 12 11½	0 6 8½	1 8 3½
St. John's Young St., do.,	310	0 9 7	0 9 11½	0 2 2	1 1 8½
Average,	..	£0 11 6½	£0 10 6¾	£0 3 11¾	£1 6 2
No. 5. CLYDE DISTRICT.					
Free St. Peter's School,	129	£0 5 5	£0 10 0	£0 10 0	£1 5 5
St. Peter's Sessional School,	158	0 9 0	0 3 11	0 6 10	0 19 9
St. Enoch's do.,	1142	0 15 1	0 7 1	0 1 0	1 3 2
Bridegate F. C. School,	264	0 5 3	0 6 11	0 6 1	0 18 3
Drownfield Sessional School Girls,	120	0 7 4	0 11 8	0 7 2	1 5 9
Tron Sessional School,	103	0 6 6	0 6 9	0 17 0	1 10 3
Average,	..	£0 8 1	£0 7 7¾	£0 8 0	£1 3 9
No. 6. BLYTHSWOOD DISTRICT.					
Free St. Peter's School,	260	£0 18 4	£0 13 2	£0 2 9	£1 13 3
Free Anderston Church School,	168	0 7 6	0 4 0	0 8 5	0 17 11
The Bishop's School and Infant School in Milton District,	283	0 5 0	0 7 8	0 14 0	1 6 8
Average,	..	£0 10 8½	£0 7 3½	£0 8 4½	£1 5 11½
No. 7. MILTON DISTRICT.					
Milton Sessional,	216	£0 10 2	£0 9 7½	£0 7 2½	£1 7 0
St. George's Sessional, Boys',	183	0 10 11	0 7 8½	0 4 6	1 3 1½
Do. Girls',	109	0 6 10½	0 8 10½	0 5 9½	1 1 7
St. George's F. C.,	442	0 9 3½	0 7 9½	0 4 0½	1 1 1½
South Woodside, Free,	110	0 5 9½	0 2 6	0 8 2	0 16 5½
St. Jude's Epis. School,	226	0 5 4½	0 8 2½	0 9 0½	1 2 8
Average,	..	£0 8 0½	£0 7 5½	£0 6 5½	£1 1 11½
No. 8. ANDERSTON DISTRICT.					
Sandyford Sessional School,	195	£0 8 7	£0 7 0	£0 5 6	£1 1 1
St. Matthew's F. C. do.	343	0 10 0	0 9 8	0 8 2	1 7 10
Do. Sessional School,	474	0 13 4	0 9 0	0 5 0	1 7 4
Do. New do.,	147	0 5 5	0 12 9	0 5 5	1 8 7
Finnieston F. C. School,	428	0 11 2	0 8 1	0 3 0	1 2 3
Anderston Burgh School,	292	0 9 7	0 9 7	0 4 2	1 3 4
St. Jude's Episcopal School,	229	0 4 0	0 6 0	0 8 0	0 18 0
Average,	..	£0 8 10½	£0 8 10½	£0 5 7½	£1 3 4
No. 9. TRADESTON DISTRICT.					
Kingston School,	140	£0 9 1	£0 2 1	£0 5 0	£0 16 2
No 10. HUTCHESONTOWN DISTRICT.					
Gorbals F. C. School,	750	£0 18 8½	£0 8 4	£0 1 9½	£1 3 10½

TABLE No. II.

Name of School.	No. in Attendance.	Each Child costs its Parents.	Each Child costs Private Benevolence.	Total Cost of each Child.
No. 1. CENTRAL DISTRICT.				
Baptist Mission School,	144	....	....	9 8
Greyfriars' do.,	220	£0 4 4	£0 10 1	0 14 5
Dean Street do.,	154	0 8 11	0 4 6	0 13 5
Average,	..	£0 6 7½	£0 7 3½	£0 12 6
No. 2. HIGH CHURCH DISTRICT.				
Wardlaw Memorial Mission School,	189	£0 6 3	£0 8 0	£0 14 3
Regent Place Church do.,	73	0 4 4	1 2 3	1 6 7
East Campbell Street U. P. Church do.,	137	0 3 8	0 10 2	0 13 10
John Street U. P. do.,	54	0 4 5	0 5 6	0 9 11
New Vennel Society do.,	172	0 4 4	0 16 3	1 0 7
Average,	..	£0 4 7	£0 12 5	£0 17 0½
No. 3. BRIDGETON DISTRICT.				
No Mission Schools.	..	....	....	....
No. 4. CALTON DISTRICT.				
Green Street R. P. Mission School (Girls'),	88	£0 3 4½	£0 4 6½	£0 7 11½
Sydney Place U. P. do. ,,	122	0 2 9½	0 8 2½	0 10 11½
Greendyke do. ,,	240	0 2 8	0 7 6	0 10 2
Bell Street do. ,,	130	0 6 11	0 1 10½	0 8 9½
Average,	..	£0 3 11½	£0 5 6½	£0 9 5½
No. 5. CLYDE DISTRICT.				
No Mission Schools.	..	....	....	....
No. 6. BLYTHSWOOD DISTRICT.				
No Mission Schools.	..	....	....	....
No. 7. MILTON DISTRICT.				
Garscube Road Mission School,	119	£0 3 8½	£0 8 0½	£0 11 9
Meuse Lane do.,	189	0 7 11½	0 2 7½	0 10 7
Maitland Street do.,	138	0 4 7½	0 3 7½	0 8 3
Average,	..	£0 5 5	£0 4 9½	£0 10 2½
No. 8. ANDERSTON DISTRICT.				
Piccadilly Schools,	300	£0 8 0	£0 8 0	£0 16 0
No. 9. TRADESTON DISTRICT.				
Laurieston Congregational Home Mission School,	70	£0 8 6	£0 6 2	£0 14 8
No. 10. HUTCHESONTOWN DISTRICT.				
Thistle Street Mission School,	200	£0 6 0	....	£0 6 0
Greenside Lane do.,	372	0 7 0	£0 1 8½	0 8 8½
Average,	..	£0 6 6	....	£0 7 4½

Two final tables, to which we invite special attention, bring out, in a conclusive and instructive form, the position which the Government-aided schools occupy in the educational machinery of Glasgow. From the latter of these tables it will be observed, that (setting aside the decimals) there are in the northern districts only 44 per cent. of the children of school age at school, 25 per cent. of these at Government-aided schools, and 55 per cent. not at school; and there are in the southern districts only 30 per cent. at school, 10 per cent. at Government-aided schools, and 69 per cent. not at school. In these calculations, moreover, we have taken the numbers on the roll. Had we taken the attendance, a truer criterion undoubtedly, the case would have presented a much worse aspect. The tables, however, will best tell their own tale:—

I.—TABLE showing the number of Schools receiving Government Aid, with the Number of Scholars on the Roll and in Actual Attendance in such Schools, and the proportion of Scholars on the Roll to the Total Number of Scholars in each District of Glasgow.

District.	Total Number of Schools receiving Government Aid.	Number of Scholars.		Proportion of Scholars on the Roll to the Total Number of Scholars, excluding Evening-schools, in each District (per cent.)
		On the Roll.	In Actual Attendance.	
1. Central, . .	11	3317	2800	47·4
2. High Church, .	10	2592	2268	52·7
3. Bridgeton, .	6	1963	1627	53·1
4. Calton, . .	7	2268	1971	55·3
5. Clyde, . .	6	2357	1925	89·1
6. Blythswood, .	4	1656	1528	38·1
7. Milton, . .	8	2475	2175	60·3
8. Anderston, .	8	2865	2360	71·3
9. Tradeston, .	1	186	140	6·3
10. Hutchesontown,	3 .	1978	1776	55·6

II.—TABLE showing the Percentage of Children of School-age at School (on Roll); the Percentage of such Children at Schools receiving Government Aid; and the Percentage of such Children not at School, in the Eight Northern and Two Southern Districts of Glasgow respectively.

	Percentage of Children of School-age at School (on Roll).	Percentage of such Children at Government-aided Schools (on Roll).	Percentage of such Children not at School.
Northern Districts,	44·6	25·0	55·3
Southern Districts,	30·9	10·3	69·0

And now it remains only to answer categorically your inquiries under the heads of your instructions, in so far as that has not been done already.

The two first heads refer to statistics which have been fully given in our reports.

The third head refers to a number of questions bearing upon school attendance, and the answers may be briefly summed up.

(1.) The apathy and indifference of parents are the chief causes why so many children attend no schools; and in a less degree their poverty, and consequently their inability or reluctance to forego their children's wages; and in the case of both boys and girls, but especially the latter, the necessity that there is for their services at home. Some girls have to perform the household duties in the absence of the mother at work. Others are required to assist their mother, and especially to take charge of the younger children; and both boys and girls to run errands, and to make themselves useful in other ways. Formerly, it was absolutely necessary for the wife or one of the children to carry the husband's meals at breakfast and dinner-time to his place of work; but this cause of employment of children, and consequently of their irregular attendance at school, has been greatly modified, and promises to be almost entirely done away with by the cooking-depôts established everywhere in the chief centres of labour.

(2.) It is certainly not the incompetence of the teachers, nor yet the inadequate supply of schools, nor their inconvenient situation, that affects to any great degree the school attendance, and, most emphatically, it is not because the parents differ in religious belief from the conductors of the schools within their reach, nor because a particular course of religious instruction is enforced.

(3.) Good schools are fully appreciated by parents, and the attendance of children is larger, longer, and more regular at them

than at inferior schools. They are almost always able to charge higher fees than the average, which circumstance, without affecting the numbers, does certainly affect the class of children attending them.

(4.) The attendance of children at school is seriously affected by the demand for their own labour, and in a less degree by the wages which their parents earn.

(5.) The education that parents of the labouring classes value for their children is comprised in reading, writing, and arithmetic. Nor could we see that any circumstances, such as the establishment of large works in their neighbourhood, involving a demand for intelligent labour, materially raised this estimate. They have no time for more. They show no jealousy of, or preference for any particular system; but it is a matter of indifference to them how the schools are managed, so long as they afford an education which suits them. As a matter of fact, in all the schools for the independent labouring classes, there is religious teaching. We cannot say, therefore, in what manner, were some schools to include, and others to exclude religious teaching, as a part of their ordinary course, parents would be inclined to view the arrangement. Were it excluded from all schools, such an exclusion would undoubtedly be received with an unpleasant surprise, and we can hardly believe that it would operate otherwise than injuriously on the public mind. A preference is always given to expensive private adventure schools by the upper classes; and by some of those socially little above the independent labouring classes a similar preference is given to adventure schools whose fees, though not high, are above the average, on the ground that such schools are more 'genteel' and exclusive than others; and lastly, private adventure schools of the lowest class are frequented by others on quite different grounds —cheapness and weekly payments.

Your fourth head refers to the situation and increase of schools in rich as compared with poor localities, and to the application of the funds voted by Parliament for the purposes of education. In every district we found a considerable supply of schools of one kind or another. The rich localities were better stocked than the poor. Some of the poorest parishes were also the most destitute of the means of education, and in a marked degree, Glasgow, south of the river Clyde, had few schools aided by grants from Government. Their place was supplied by private adventure schools.

Your fifth head of inquiries, referring to ragged schools and pauper children, has been answered fully in our reports.

Your sixth head of inquiries refers to districts that are not urban; but as it directs attention to the books in use in schools, we may say that they are not altogether satisfactory. Sometimes those good in themselves are badly used. In other cases, notably in the case of spelling-books, they are bad in themselves; and while it is possible to select out of all the series of schoolbooks one or more sets undoubtedly good, we cannot say this of any one series by itself.

Your seventh head of inquiries, referring to school buildings and accommodation, has been fully noticed in our reports.

Your eighth refers to the operation of school fees and endowments. By school fees, practically very few persons are excluded from school; for schools with low fees are everywhere to be found, and when even these are beyond the means of the parents, charity schools, free-lists of all kinds of schools connected with churches,—sessional, mission, Episcopalian, and in a marked degree Roman Catholic schools, or, lastly, the readiness of benevolent individuals to supplement or to pay the fees, leave little room for the absence of children on this score. But even when the difficulty of school fees can in some one or other of these ways be met, apathy and the reluctance or inability to forego wages, we repeat, are the main causes of non-attendance at school. The effect of gratuitous education on parents, masters, and scholars, and the working of endowments, have been mentioned in our District Reports. We must add, however, that in consequence of the crowded state of many of the best sessional schools, and of the natural desire of the teachers to fill their benches with children of a superior class, there has been a growing tendency in all quarters of late years to raise the fees, and to collect them monthly or quarterly. The obvious and invariable effect has been to exclude from good schools the children of the lowest orders, many of whom cannot pay more than a penny a week, and who have neither the ability nor inclination to pay a month in advance. Children thus excluded find their way to mission schools, and to a low class of adventure schools, the former generally without the accommodation or teaching-power to furnish a good education, and the latter still more disadvantageously placed in both respects. In whatever way, therefore, we view this branch of the general question, if it shall be found impossible to open the door of the sessional schools, and others occupying the same platform, to the children of the labouring poor, provision will fall to be made for assisting schools in the position of mission schools, so as at once to improve the character and amenities of these schools. Be this as it may, it seems no more than reasonable and proper, in the case of schools assisted by the State, and assisted too for the very purpose of promoting the education of children belonging to the classes who support themselves by manual labour, that some effectual power should be lodged somewhere, possibly in a Central Board, to prevent the masters, with or without the concurrence of managers, raising the fees, and so excluding from the benefit of these schools those who are poor, and stand in most need of instruction.

Your ninth and last head of instructions contains many miscellaneous matters, but refers more especially to the teachers of schools.

The teachers in schools connected with churches have mostly been trained in Normal schools. Even in the mission and private adventure schools they are commonly to be found. We give the preference to them over teachers who have not enjoyed Normal-school training, but we think a combination of that with a University course the best of all. Few teachers, comparatively speaking, have followed other occupations before they adopted their present profession, and none, except in very inferior private schools, com-

bine any other profession with it. Pupil-teachers are very useful in the last years of their apprenticeship, when they approach the excellence of assistants. The very young pupil-teachers, in the first and second years of their course, are often pert and forward, and seem rather to play at teaching than to teach. There are many exceptions, especially among the female pupil-teachers, who are very earnest in their calling. All of them are marked too much by a professional bearing. There is no tendency on the part of teachers to devote too much time to the higher branches, nor to neglect the elementary branches of reading, writing, and arithmetic, but if anything, the requirements of the Revised Code necessitate the greatest weight being laid on these. The supply of schoolmistresses is beyond the demand. One teacher in a good school told us that having occasion for the services of a female teacher, he had applications from 82 persons, many of whom were well qualified, and had been trained in Normal schools.

We have the honour to remain,

My Lord Duke, my Lords, and Gentlemen,

Your most obedient Servants,

JAMES GREIG.
THOMAS HARVEY.

Note.—The portions of the Report written by Mr. Harvey are, in Part I., the '*Central, High Church, Clyde, Blythswood, Anderston, and Tradeston Districts;*' and in Part II., the '*High School, Normal Schools, Roman Catholic Schools, Charity Schools, Endowed Schools, Pauper Children, and Summary of Answers to Instructions.*' The statistical tables were necessarily, to a great extent, compiled from returns obtained by both Assistant-Commissioners.

APPENDIX.

1.—Letter of Dr. Stark to the Assistant-Commissioners in Glasgow.

General Registry Office of Births, etc.,
Edinburgh, 24*th November* 1865.

Dr. James Stark.

I shall reply to your queries *seriatim*. You ask:—'1. Do the numbers 'of children from five to fifteen furnished by you from the unpublished 'census tables of 1861 embrace only those attending day schools, or do 'they include those attending night-schools as well?'

Answer. In preparing the occupation tables, we had nothing to do with the kind of school attended, nor whether the child was at any school. We were bound to look at one column alone, the one headed in the householders' schedule, 'Rank, Profession, or Occupation,' and if we found the name 'scholar' there it was entered as such, under the proper age, in our Occupation Tables. The *onus* was thrown on each householder of returning correctly the occupations of the inmates of his house, and as to the scholars, the following is the note which was appended to the householders' schedule:—

'Women and children to be entered according to the above instructions. 'The occupations of those who are regularly employed from home, or who 'follow any business at home, to be distinctly recorded. Against the 'names of children daily attending school, or receiving regular tuition at 'home, write "*scholar.*"'

2. 'Again, while taking the numbers as from five to fifteen, did you 'obtain and preserve those at school between three and five?'

Answer. Yes; at every year of life under five years. Under two, under three, under four, under five separately.

3. 'In stating scholars of all ages, we presume you include those above 'fifteen as well as those under five at school?'

Answer. Yes. But as above explained under query No. 1, we made no distinction between those attending schools and those taught at a University, or at home, provided they were returned to us as 'scholars.'

Any other queries I shall be happy to answer. In the Table of Occupations for the males, p. 95, and for the females at p. 106, under the domestic class, you will find the number of scholars for all Scotland *under* five, as well as each quinquennial period of life, and each county gives the corresponding number. James Stark.

2.—Letter of Mr. M'Taggart on Martyrs School Adult Evening Classes.

Evening Schools.

I have to make some remarks on the usefulness of schools for adults, and I shall best accomplish my object by giving some account of those which are here in operation for the working-classes.

Evening Schools.

The idea of establishing such schools originated with the Rev. Dr. Macleod of the Barony. It was a scheme that had not previously been tried, in this country at least, and from its peculiar nature was deemed by many impracticable and absurd. In the first place, there was no satisfactory evidence to show that adults ignorant of their letters could be taught as a class; and if it were possible to teach some, said the opponents of the scheme, the results must necessarily fall far short of an equivalent for the expenditure. The plan was very generally discountenanced; but it was determined against all opposition and discouragement to make the attempt. It was patent to the promoters of the scheme that hundreds and thousands in this large city, of mature age, from many causes, unavoidable and the opposite, were in lack of education—had not even in infancy received the simplest rudiments of knowledge, and that many more were growing up to the same deplorable condition. It was felt, too, that this ignorance materially clogged the missionary effort of the parish, and the experiment had to be made whether or not it was too late to make good this deplorable deficiency, and to relieve the preaching of the gospel from the incubus of ignorance which lay upon it. At a meeting of the working classes, convened for the purpose, Dr. Macleod ascertained that many were willing to enrol themselves as pupils, and apparently anxious to enter upon a course of instruction forthwith. Acting on this assurance he opened a school immediately in the Port-Dundas district; and so thoroughly were its advantages appreciated that during the first session the attendance averaged 120. A large number of those admitted could neither read nor write; and the most advanced pupils were possessed only of the merest elements, so that the feasibility of the plan was subjected, during the first session, to its severest trial. The results were eminently satisfactory, indeed, all that the most hopeful could wish, and greater than the most sanguine anticipated. The success in numbers and progress thus achieved at the outset augured well for the undertaking; and the experience of the first two years led to the opening of the second school of the kind in the Townhead district. It is to this school that my remarks shall more immediately apply, although I can say, from an intimate knowledge of the circumstances of the others, that the general results have been the same in all. Altogether, there are now four schools for adults in the city, all of them in a prosperous state, and to all appearance permanently established. This agency, however, overtakes only a small part of the work to be accomplished; and a long time must necessarily elapse before private enterprise can take in the whole field whose cultivation is thus opened up. Indeed, it may be fairly questioned whether anything short of permanent national aid, and a general system of management, will ever succeed to any appreciable extent in a task so extensive and difficult. In the meantime, however, it is confidently hoped, that in the event of the continued success of the schools already organized, others interested in the education of the masses will join in promoting and extending the scheme; and although the effort is divided and in great measure ineffectual, still, if it is successful so far as it goes, and proves that adult education is a practicable measure, something very considerable will have been done. The grounds of the undertaking are at least before the public, and it is hoped they will attract the attention of the promoters of a national system of education.

Some points of interest connected with the working of the classes present themselves, on which I may be permitted to offer a few observations.

Age.

And first, as to the age at which it was considered proper to admit pupils. In settling this point the strong feeling of dislike that those of

Evening Schools.

mature age have to associate with mere youths had to be taken into account. It was known that the indiscriminate mixing of old and young had been the means of frustrating similar attempts before, and it was therefore resolved to guard against a mistake so fatal. To render the arrangement perfectly safe, it was agreed to admit none under twenty years of age—and during the first session this rule was strictly adhered to. It was found, however, that many between the ages of eighteen and twenty were thus excluded, who were really anxious to profit by the instructions offered, and whose appearance would not have marred the distinctive feature of the class. A junior class was opened in a separate room for this section of pupils, but they complained that they could not get on amid the incessant turmoil kept up by the younger and less anxious pupils. The whole circumstances of the case were duly considered, and it was deemed advisable to alter the rule of admission so as to embrace those seeking to be enrolled at eighteen. The change was found to work beneficially, and the rule as then fixed has not been departed from since. Its immediate effect was to increase the number in ordinary attendance—and it placed two years to the account of many who were anxious to improve their education.

This question of age leads me to remark on one peculiarity of adult classes which cannot be overlooked. I refer to the conditions upon which they can be conducted. A school for children and one for adults must be managed and taught differently. True it is that the principles of teaching must be essentially the same in both; and that in both the foundation principle of management must be law and obedience; but there are details in the plans to be adopted for each respectively that could not be applied to the other. In the case of adult classes, there are peculiarities arising from the irresponsible position of the pupils, their acquired habits, superior intelligence, and world-experiences, that are never felt in the training of children, and that require to be met by modes of tuition and management specially adapted to the circumstances to which they give rise. The pupils therefore must be allowed the position in school which their age entitles them to occupy—and they must not be burdened with conditions of a kind that would render that position irksome or disagreeable.

The matter of age *per se* is no hindrance to the formation of such schools, as the numbers of adults constantly seeking admission amply proves. Of those who attend here 75 per cent. are between the ages of eighteen and twenty-five; 20 per cent. between twenty-five and thirty-five, and 5 per cent. between thirty-five and fifty. In virtue of a discretionary power left in the hands of the teacher, pupils are occasionally admitted under the age of eighteen; but the exceptions are invariably such as warrant the infraction of the rule. For example, boys of sixteen or seventeen years of age, who have attended the junior division for a period of three sessions, are admitted to the adult division as a reward for their perseverance, and as an acknowledgment of their good conduct. Exceptions of a like kind are sometimes made in favour of girls whose education has been entirely neglected, or who have attended the day-school a reasonable time. These facts show, then, that a considerable disparity in age exists—but this proves an advantage rather than otherwise. Where all are grown it tends to increase the harmony of the class, as, on the one hand, the soberness of age and the respect due to it, materially checks and tempers down the impulsiveness of youth; and, on the other hand, the enthusiasm of youth acting on the aged, arouses their flagging zeal, and stimulates them to exertion. Each succeeding session has given fresh proof that the desire to profit by instruction is not confined to any parti-

cular age, but is evinced alike by the pupil of eighteen and the scholar of fifty years. Evening Schools.

The pupils enrolled belong exclusively to the working classes. The male portion is employed as mechanics, engineers, warehousemen, carters and labourers; and the female portion is employed in various capacities in factories, warehouses, shops, and domestic service. They are for the most part, if not all, respectable, and show a laudable desire in respect of clothing and personal cleanliness to sustain the character. The great majority of those who attend pay their own fees (3s. per quarter); but in the case of the very necessitous the managers bear the expense. Last session fifteen received education free. The whole number in annual attendance amounts to 230, so that the number unable to pay the usual fee is comparatively small. The character of the pupils for general intelligence and respectability is very well borne out by their anxiety to take advantage of the means of instruction provided for them. The class of pupils who attend.

When the schools were opened at first, the range of subjects proposed to be taught was pretty extensive, including, in addition to the English subjects, Latin, Greek, French, Mathematics, Mechanical and Architectural Drawing. The demand for the higher branches, however, was never great, either, it is presumed, because the educational wants of the district did not require them; or that sufficient provision had already been made for this kind of teaching in previously existing institutions. They were consequently withdrawn from the syllabus, and the course of instruction limited to reading, writing, arithmetic, grammar, and geography. The attention of the teacher is now exclusively confined to giving instruction in these branches. Subjects taught.

It may be said generally of all who seek admission to these classes, that their elementary instruction is in a very backward state. To speak particularly, 25 per cent. of the whole come to learn the alphabet; 45 per cent. more have very imperfectly acquired the elements of reading, with scarcely any writing, and no arithmetic; and the remainder and more advanced mostly profess to be well acquainted with reading, writing, and arithmetic; but it is commonly found that even these have much to unlearn, and invariably much to improve. In spelling, all the pupils are deficient; and many enter specially for instruction in this branch, which, on account of the imperfect knowledge of sound which they have previously acquired, it is very difficult to teach. It can hardly be said of any, indeed, that they possess a good elementary education. Many of them doubtless received a respectable education in youth; but from want of proper opportunities for keeping it in practice they have forgotten much of what they formerly knew, and require in consequence to go over the ground here a second time. There are others, however, and not a few, coming here to learn the merest elements, whose school attendance in boyhood should have secured to them a competent knowledge of at least reading and writing; but who, from the absence of all proper control at home, and the formation of irregular habits of attendance, left school without any solid basis of knowledge, or any properly fixed principles of conduct whatever; and are now in a more unworkable state than if they had never been to school at all. The deficiency of many, again, can be attributed to attendance at low-class schools, where ten years ago teaching was based on ill-defined principles, and its results dependent on methods badly conceived and loosely applied. It is more difficult, as a rule, to work with this latter class than with any of the others, and the results are invariably of a more doubtful and unsatisfactory kind. Previous education of pupils.

The progress made in all the branches is usually very commendable; Progress.

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and duly taking into account the history of the pupils, it is in many cases remarkable. There are few who remain a reasonable time at school that do not succeed to learn to read and write; in fact, I only remember of meeting with one case of a hopeless kind, and in this instance the pupil was a carter, who to his loss was possessed of a dull brain and imperfect sight. Those who commence from the beginning are most easily taught, and as a rule surpass, in the amount and accuracy of knowledge actually acquired, those who entered claiming to know something. The reason for this probably is that the latter are more intractable, and less willing to receive without question the corrections of the teacher, than those who have had no previous training. Pupils commencing at the alphabet are usually able to read fluently, and to write small-hand legibly, after an attendance of two sessions of six months each. Those entering at a more advanced stage, in the same period generally learn to write well, and to cast up accounts in the compound rules and proportion neatly and accurately. This statement of facts represents the average progress made; but many of the pupils advance to higher attainments, fitting themselves for filling situations of respectability and trust. Spelling is a subject, as I have said, the teaching of which in the circumstances is extremely difficult; in fact, it might almost be affirmed that it is impossible in the time to teach spelling to grown-up pupils. There seems to be a want of aptitude in respect of this subject that nothing can match; and the many expedients that we have devised to meet the difficulty have been carried into effect, but with indifferent success. Many pupils unquestionably make improvement in this branch; but the improvement is far from general, and in the most successful scholars its permanency is at least questionable. Apart, however, from the consideration of this one exception, it may be affirmed, on the ground of well-tested experience, that the capacity of adults for acquiring reading is at least equal to that of children, and their powers in respect of other branches very much superior. That their progress on the whole is much more rapid I think need not be questioned; but in case of doubt, a glance at the reasons suggested in support of this view of the case must be sufficient to lead to this conclusion. Persons of mature age enter upon the work with definite notions of its importance; thoroughly impressed with a sense of its usefulness, and need no further inducement to application, than the knowledge of their own ignorance, and the incalculable loss that it entails. In addition to this, they possess an amount of intelligent inquiry, and a power of reasoning from analogy, as well as a discriminating habit, that children do not. Influenced, too, by their superior intelligence, they are altogether more constant in their efforts, and more methodical in their arrangements. In short, they have a greater grasp, and a power of concentration that is not so readily confused by details. In all this I am supposing that the adult pupils have been awakened to a consciousness of their ignorance, and their minds divested in great measure of prejudice and other misguiding influences. I speak of them as fairly set agoing, and subject, as a child would be, to all the influences of the teacher's authority. Such a comparison as this could only have been possible in the light of the facts established by the working of these schools; and it is made here to show the extent to which adults can succeed. Very many educationists do not yet believe in the practicability of teaching adults at all, and are even sceptical of the results which have here and elsewhere been obtained for six years in succession. Perhaps they have determined not to be convinced, and have shut their ears against all argument on the subject; but the fact is nevertheless established beyond the possibility of doubt. It is foreign to the

purpose of the present remarks to enumerate individual cases; but did space permit many examples could be cited of remarkable and rapid progress, in individuals who had attained an age when such could not have been expected; and in whose case, if total failure had been the result, much wonder could not have been expressed. Evening Schools.

Whilst the progress has on the whole been creditable, it is curious to observe how far it is affected by the occupation of the pupils. There is a certain mental culture derived from all employments, but it is greater or less in proportion to the mental effort called forth in the discharge of their varying duties. Consequently, some pupils, on account of the higher intellectual nature of their employment, come to school better prepared to enter upon a course of learning. For example, the engineer and mechanic, as a rule, learn to read and write much sooner than the carter or the labourer, and not because of any superior natural ability they may possess, but because of the better training which their particular kind of work affords. Its nicer adjustments and complex combinations necessarily call for the constant exercise of reason, and the exactness with which every part of it must be executed, trains to habits of close observation and careful attention. The external organs, through which they mainly acquire a knowledge of reading and writing, are also well exercised. The eye, being daily habituated to look upon minute objects, is quick to detect the differences in the forms of letters and the shapes of words. The carter and labourer, on the other hand, have not the same advantage, either in respect of mental improvement, or of the exercise of the organ of sight. In their daily toil they are not accustomed to look at objects less minute, perhaps, than a whip or a saddle, a pick or a spade; and the characters on the page of a book are to them, for a long time, a mass of confusion, the lines running into each other in perplexing varieties, and presenting a picture indistinct in outline and indefinite in detail. The initiatory lessons are therefore acquired very slowly by this class of pupils, and their general progress is less satisfactory than that made by their more fortunate compeers. In classifying beginners, this fact is necessarily kept in view, and much of the difficulty that would otherwise arise from the marked differences in the capacity of the pupils is anticipated and prevented.

The number of pupils admitted each session amounts perhaps to 170, and the usual roll-number may be set down at 220. The present ordinary attendance amounts only to about 180, and the number of evenings attended by each pupil weekly does not exceed on the average 3·5. The usual absence amounts to from 20 to 25 per cent. The irregularity which this statement shows is perhaps greater than would have been anticipated, but it arises from various obvious causes, such as family relations, the absorbing nature of their employment, the absence of proper habits of restraint, companionship, sickness, and the like. During the winter season especially, the male pupils are often required to work longer than the prescribed hours, and are thus prevented from attending for weeks together; and in many cases the extra labour involves so much fatigue, that the time which otherwise might be given to learning is spent in relaxation and repose. During the busy seasons, the female pupils are often absent from the same cause; and, in their case too, home circumstances and the practice of domestic duties make frequent inroads upon their time. It seems impossible to bring this cause of irregularity under any kind of control whatever, and its results must therefore be considered inseparable from the working of such schools. Attendance.

I cannot say that so much of the irregularity we have to complain of arises from wilful neglect as some have supposed, for we usually find on

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the part of the pupils a willingness to improve, and an amount of application that is quite foreign to indifferent natures, although, at the same time, it is admitted to be a fruitful source of the evil. Nor could we expect it to be otherwise, for it is impossible all at once to divest pupils of previously formed habits, or to sever them altogether from existing connexions. And when we remember how difficult it is for them to form new habits by any sudden and direct effort of their own, and the tendency there is in human nature at all times to fall back upon old modes of thought, feeling, and action, we need scarcely wonder at the irregularity manifested in their school attendance. They are under no direct control either of parents or guardians, and not accountable to any one for the way in which they spend their time, so that in the matter of attendance they are left to the bent of their own inclinations, subject only to such influence as the teacher may be able to bring to bear upon their conduct. It may be fairly deduced, however, from certain aspects of the class, that, as the advantages of education become more apparent, and are better understood, improvement in this respect will begin to manifest itself.

There is one form of irregularity of a mischievous nature that has to be noticed, and it is *that* which arises from pupils, chiefly beginners, leaving altogether very shortly after they are admitted. At first sight it looks strange, and yet the fact may be accounted for in several ways, although the probable explanation lies in this, that grown-up pupils, entering school, as they do, with inadequate and incorrect notions of progress, become discouraged before they can possibly realize the results of their work. This mental labour they find to be different from their ordinary every-day work. In the latter, their efforts give a daily, and even an hourly result, which they can see and measure, and which it is natural for them constantly to sum up and value. Without making any nice distinctions about differences in the kind of work, and influenced by habit, they bring the same test of progress with them to the schoolroom, and in applying it, fail to observe the advancement they expected. Looking at the one matter of result, they speedily become dissatisfied. They are impatient of what they deem unnecessary delay, and will not 'work and wait.' Their dissatisfaction leads to irregularity, and this in turn to a leaving off altogether. Our plans for checking this evil have not on the whole been very effectual; indeed, the only one that has sensibly lessened its effects, and improved the attendance generally, was the change lately introduced of levying quarterly fees. Under the working of this system of payments, we can at least count on an attendance for three months, and during that time the progress is uninterrupted. The pupils at the end of that time can estimate their own advancement, can look at something fairly accomplished, and are induced to continue their attendance. Whilst this system is a check on those inclined to irregularity, it guarantees a more satisfactory course to those who are steady in their habits, and anxious to succeed. The session extends over a period of six months, and the majority remain for that period, whilst many pupils continue their attendance for two or three sessions in succession. I should have noticed, that when admissions were made for monthly periods, the majority of pupils was ordinarily changed once or twice in the course of a single session, and that the results that the teacher had to show were confined to a proportionately small number of those in attendance at any given time.

Behaviour.

In referring shortly to the behaviour of the pupils, I have to observe that it has been exemplary throughout. During the past five sessions there has not occurred a single case requiring any special interference on the part of the masters, or even calling for severe reproof. The rules laid

down for the guidance of the pupils have been observed to the exact letter in every instance. The suggestions made by the teachers have been courteously received, and respectfully acted upon. In short, the slightest approach to irregular conduct has never been felt, and the utmost cordiality has at all times prevailed between master and pupil. I can distinctly discourage the notion, on the ground of this experience, that adult pupils are likely to be intractable, and even rebellious. The good order here is mainly due to the good sense of the scholars, their desire to do what is right, and a just estimate of their position; and I can scarcely imagine them acting otherwise than in strict conformity with the rules of propriety and good order. So much faith have I in the good conduct of this class of pupils, that in the event of finding them troublesome and rebellious, I would unhesitatingly lay the blame on the mode of discipline under which they were placed. Evening Schools.

To do this kind of teaching thoroughly, one master is required for every twenty, or at most, thirty pupils. This estimate may be considered excessive, but it is to be borne in mind that the time devoted to the work is very small, compared with the amount to be done. Although the school is nominally open for two hours each night, one hour's work is, on an average, all that can be reckoned upon. The greater number of the pupils, from their backward state, must be constantly under the direction of a teacher to keep them from flagging. They have no knowledge to fall back upon as a help to their work, and cannot without assistance get through the trifling difficulties that constantly beset their path. To leave them much to themselves, and force them to make an effort on their own behalf, would be a hopeless proceeding. They must be watched and encouraged, and led a good way on their course before it would be prudent to leave them to do much for themselves. For these reasons it is necessary to employ a large staff of teachers. During the past quarter, in this school, we have found it necessary to employ one teacher for every twenty-five pupils, in order to produce anything like satisfactory results. Each teacher has a certain portion of the work assigned him, for which he is responsible, and in no case does it exceed what he can properly undertake; thus no pupil is left to a chance or irregular hearing. There is necessarily much individual teaching, arising from the difficulty experienced in grouping the pupils, and of securing, even when they have been classified, a uniform rate of progress. The teachers employed are invariably well qualified for the duties of their office, and are either in possession of the Government certificate of merit, or have attended College for at least two sessions. They are paid at the rate of from fifteen shillings to thirty shillings per week, according to their position in the school, a wage considerably higher than that paid in ordinary night schools. We have few changes of teachers in consequence. Teachers

The results, as a whole, exceeded the most sanguine expectations of its promoters. Old men and women, to whom the Bible had previously been a sealed book, and the pleasures of literature unknown, were taught to read; many who had never enjoyed the great comfort and privilege of communicating with distant relatives and friends were taught to write; numbers even, to whom figures in their simplest combinations were inexplicable and mysterious, were taught to cipher; and all of them, for the most part actuated by no fixed principles of action, were nightly brought under a regular system of moral influence and restraint, were taught obedience to law, and the propriety of order and good behaviour. Many of them turned their attainments to good account, and improved their social position. These were results worthy of the best philanthropic Results.

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and Christian effort; and they were not confined to individuals, and exemplified in solitary instances, but were the fair and legitimate offspring of the classes as a whole. We can speak principally, and more confidently, of what has been accomplished in our own school, although we believe the other schools of the kind have been equally successful, and whilst we can say that none but adults have been admitted, and that it has been confined exclusively to the working classes, and to those of them whose elementary education had in whole or in part been neglected, we can at the same time affirm that the results already enumerated have been obtained as the rule, and not the exception. I do not look upon mere numbers as alone a proper criterion of success, but, taken as fulfilling an essential condition of *success, as viewed in reference to a district*, I am at liberty to conclude from our attendance here that this end also has been fully accomplished. I have not entered upon any account of the means adopted at various times for the better regulation and improvement of the classes, but I may state, that everything has been done in this way that experience could warrant, and that a careful and judicious management could suggest; and the teachers are gratified to know that these efforts have been fruitful in good and substantial result. The money question has all along been the chief difficulty with the managers, and the one that has given them most concern. Those who remained sceptical on the subject of adult education were not inclined to give the scheme any active support or encouragement. They argued thus: 'If the results are such as are repre-'sented, and if the good to the working man be so great, surely he ought 'to pay for it.' And as this view of the case might be taken by those who have both the wish and the power to promote such education, I shall make a remark or two as to its reasonableness.

It overlooks two important questions—1st, Is the ordinary working man able to pay the amount requisite to make the scheme independent of external aid? and, 2d, If he is, will the particular value he puts upon it induce him to pay the required amount? With regard to the first question, I must give answer as a very lengthened experience dictates. I shall not assert that the pupils who attend our classes are not able to pay more than they now do, but I have no hesitation in affirming that they are unable to pay a fee that would make the scheme a self-supporting one. In support of this opinion we have to consider the number of teachers required to carry on the work successfully, as well as the class of teachers whose attainments and general experience fit him for the peculiar and multifarious duties he is called upon to discharge. Supposing, then, the fees at present charged to be raised one-half, and this would place them at the maximum rate, the amount would not yield more to each teacher than 7s. or 7s. 6d. per week, a sum that would not be deemed a fair remuneration by first-class teachers; and I venture to predict, that if inferior men were employed, it would inevitably place the scheme and all its prospects in jeopardy. This consideration shuts out the notion of making the classes self-supporting. But, again, with regard to the question as to how this education is appreciated by the working classes, it has to be remarked, that whilst they take advantage of it in considerable numbers, and are to some extent convinced of its utility, they do not, and cannot estimate it according to its real worth and paramount importance. It is impossible from their stand-point that they can do so, their associations and previous training affording them no adequate notions of education as a means to a higher social and moral state, or to the enjoyment of higher intellectual attainments; and so long as these inadequate notions exist, there is little probability of them paying a higher scale of fees than

the present. They will pay for the article according as they value it, or according to the ordinary market value put upon it in elementary day schools; but they will not, in my opinion, accept it at the price put upon it by scholars. If good is done under the existing regulations, I therefore consider it would be hazardous to force any change in the meantime. Money must be advanced at present from private sources, but I trust ere long to see these schools supported as part of a national scheme. But whether supported by private contributions, or by grants from the public exchequer, the results indicated above are a fair equivalent for any sums likely to be required in promoting the scheme. Different individuals will, no doubt, estimate the results differently; but wherein does the labour of these schools differ from the best missionary enterprise, and the results produced from that gained by the most successful missionary effort. Is not the moral and intellectual wellbeing of the community the end in both? Does not the aim of both seek to place man on a higher platform of independence and social worth? Is it not admitted that ignorance hinders the progress of the gospel, and retards every scheme for the improvement of the masses? Then, on what conceivable ground can support be refused to this educational scheme, when it is not only not inimical to the progress of missionary work, but absolutely essential to its ultimate success? If support be given to the one, we do not comprehend why it should not be extended to the other. Both are equally important and equally sacred. They tend to the same end, the advancement of man's highest interests. The name under which the good is done cannot surely lessen its importance, or make it less to be desired. It is surely no inconsiderable thing to teach men to read and write, to do their duty better in the world, to respect order, decency, and propriety, in short, to love the good and eschew the evil; and it is on these grounds that we seek to put in a claim for adult evening classes.

ARCHD. M'TAGGART,
Head-Master of Martyrs School.

3.—LETTER FROM CERTIFICATED SCHOOLMASTERS IN ANSWER TO QUESTIONS SUBMITTED TO THEM.

91, N. FREDERICK STREET, GLASGOW,
October 30th, 1865.

H.M. Assistant-Commissioners on Education.

GENTLEMEN,—I am directed by the board of management of the Association of Certificated Schoolmasters of Scotland, to send you the enclosed answers which they have given to the questions asked by you in your inquiries, printed forms of which you kindly sent at their request. These answers are the result of numerous meetings and careful study of the subject, combined with the practical experience of individuals, some of whom have been teachers for upwards of thirty years. The answers are general, but I am requested to ask if you could at any time arrange to have an interview with the members of the board, when more extended opinions could be adduced, and facts elicited in connexion with the question of national education. They could meet you at any time and place you might name.—I have the honour to be, etc.,

K. M. MILLER, *Secy.*

I.—*Supply and demand of Education.*

1. Have the poor people in this parish been educated? If so, do they remember what they have learned?—Throughout Scotland, those of the poorer classes who are natives have received some amount of education. In the mining districts the population is migratory, and education

neglected. When thoroughly grounded, they may remember what they have learnt, but as children generally leave school early, and do not keep up the practice, they lose much of what they have learnt.

2. Can you mention any instances of inability to read and write among the respectable poor?—Many instances of inability to read could be given, but many more of inability to write.

3. Are most children in parish at school?—A great many are not at school who ought to be there.

4. Do you know any who are not?—Yes.

5. If so, why are they not?—Indifference and apathy of parents.

6. Is the number of schools adequate?—Generally; in towns, if all the children attended school who ought, there would not be sufficient accommodation; in the country, in many instances there are more than enough of schools.

7. Is the situation convenient?—Schools are generally placed in a convenient situation.

8. Where children are not at school, is it owing to parents?—(*a*) Apathy; (*b*) Poverty; (*c*) Religious differences between parents and managers; (*d*) Because the teaching is unsatisfactory?—(*a*) Mainly from this cause; (*b*) In comparatively few cases, though in many more it may be pled as a reason, but on insufficient grounds; (*c*) Certainly not; (*d*) Not as a rule.

9. Is it because they cannot forego the children's wages?—In some cases, among the poorest.

10. At what age do children earn wages?—From *five* upwards.

11. How much do they earn?—1s. to 4s. per week.

12. By what occupation?—Various occupations, from assisting with work at home to labour in public works.

13. Does female labour prevail?—Yes.

15. Is Factory Act, or anything similar, in force here?—Yes.

16. Can you mention any instances within your experience where such an Act has been infringed?—It is frequently evaded.

17. If wages are high, does children's attendance fall off, or *vice versa*?—In some districts it falls off, owing to the greater demand for children's labour. In others, the attendance is improved, from parents considering themselves better able to pay for education.

18. How can attendance be increased?—(*a*) By prizes; (*b*) By the quality of instruction given; (*c*) By any particular system of school management; (*d*) By gratuitous instruction; (*e*) By the enforcement of an education test before children under twelve can be employed?—(*a*) No; (*b*) To some extent; (*c*) No; (*d*) No; (*e*) Might have a beneficial effect; but compulsory education would alone accomplish the object.

19. What provision is made for the education of pauper children?—Parochial boards pay for the education of pauper children, but in some districts the fees they allow are so small that teachers refuse to do the work for them. There are many charity schools in the larger towns, but as a rule it is believed that they do not benefit the class they were intended for. Many children are educated in them who are well able to pay, and many who should be there do not obtain admission.

II.—*Efficiency of Schools and Masters.*

1. Are public or adventure schools most efficient?—Public schools certainly. The masters have to show proofs of capacity before appointment.

2. Endowed or unendowed?—Unendowed; but those to which a salary is attached in addition to school-fees.

3. Inspected or uninspected?—Inspected, not so much on account of the fact of inspection, but inasmuch as they have certificated teachers and sufficient assistance.

4. What is your experience and opinion as to—(*a*) Evening schools; (*b*) Industrial schools; (*c*) Infant schools; (*d*) Half-time system?—(*a*) Evening classes are necessary evils; (*b*) Physically and mentally injurious; (*c*) If well-conducted, advantageous for children from five to seven years of age; (*d*) At the best only half education; but the children are liable to shift much from one place of employment to another, and lose what they get.

5. Do you approve of—(*a*) Normal school training for masters and mistresses; (*b*) Teachers who have had a University education; (*c*) Pupil-teachers? Stating the grounds of your approval or disapproval.—(*a*) Normal schools, as at present worked, are worse than useless. Many young men leave them with less real education than they had when they entered, and the course of instruction pursued is not at all adapted for developing intelligence. Their primary object is entirely lost sight of. A Normal school in connexion with a chair of Paidentics established in each University might be useful, while it might afford the training necessary for female assistants; (*b*) No person should be eligible for the office of teacher who has not had two or three years University training, in addition to several years of practical experience as apprentice or assistant under competent masters; (*c*) The pupil-teacher system was so far good, when limited to *three* years, beginning at sixteen years of age. A competent knowledge of classics and mathematics should be added to their requirements.

6. Is there any difficulty in finding schoolmistresses?—Schoolmistresses are more easily obtained than masters.

8. Non-parochial schools. State your opinion as to—(*a*) System of election; (*b*) System of management; (*c*) Tenure of office by schoolmaster.—(*a*) Non-parochial schools are either subscription, sessional, or adventure. In the last named there is neither election nor management. In the others, the management is either nominal or fluctuating, and as a rule, there is no intelligent co-operation between teachers and managers, or among managers themselves for the regulation of the schools, either as to organization, programme of studies, fees, payments to teachers, up-keep of schools, or planting of new ones; (*c*) The tenure of office is objectionable; in many cases the teacher is dismissible at pleasure, or with short notice, hence the teacher cannot have that interest in his work, which a more settled appointment would give him.

9. Do you know of any instances in which difficulty was found in securing the enlargement or repair of school buildings? If so, state them.—There being no body legally bound to provide for these wants, there is often difficulty in having them supplied.

10. Have schools increased in proportion to an increasing population?—If in certain districts they have, it is merely accidental, and the distribution is unsatisfactory.

13. Has too much been expended on keeping up unnecessary schools?—By denominational system this can scarcely be avoided.

14. Has too much been spent on pupil-teachers?—The money given has not been mis-spent, as the pupil-teachers have worked well for their wages. The usual age for admission is too early, and older assistants might have done the work better.

15. Or in any other way?—On inspection, administration, and Normal schools.

16. State shortly your opinion as to the effect of adoption of the Revised Code upon—(*a*) The teachers; (*b*) The scholars.—(*a*) Lower their standard of attainments, injure their efficiency, and diminish their income; (*b*) Ruin the instruction of the country, foster adventure schools, and prevent children of poor parents from rising in the social scale, by making class distinctions not hitherto met with in Scotland.

III.—*Subject-matter of Education.*

1. What description most valued?—Reading, writing, arithmetic, religious knowledge, book-keeping, grammar, geography, history.

2. Is religious teaching deemed essential? Is the Catechism?—Yes, by the public generally.

4. Have classics declined? If so, what is the cause?—Yes; partly in consequence of the Privy Council training system, partly from the utilitarian spirit of the age. There appears of late to have commenced a revival.

5. Are singing, drawing, etc., much valued?—Yes, where encouraged. Generally difficult to get them introduced, but afterwards valued.

6. Is industrial training approved of along with, or distinct from, other branches? Sewing and knitting for girls in connexion with other branches.

7. Does denominational influence act in causing parents to prefer one school to another?—Not to any great extent.

8. What are your views as to a denominational as distinct from a national system of education? A denominational system would be an unorganized one, and would induce the evils seen at present, where one party works without co-operation of others, often in direct opposition. Under a really national system, an arrangement might be made, whereby the whole educational power of the country might be wielded to the best interests of education, and in the cheapest manner. By it all ranks and classes might equally benefit. The work might be done with even fewer schools than at present, but these better distributed, more uniform in books and studies, better graduated, so as systematically to carry a child from the initiatory stages up to college.

A national system of education, based on the present parish schools, is not only possible, but the only thing that will suit the country. An improvement might be made on the electing boards, which might include representatives of all who pay for education, with no *ex officio* members. A licensing board would prove the efficiency of teachers, and the Educational Institute of Scotland could be recognised as having this power under certain modifications of its constitution. Teachers once licensed need not be re-examined for similar appointments. Tenure of office should be *ad vitam aut culpam*. The whole system should be managed in Scotland, and provision could be made for fixing fees, giving sufficient salaries, and allowances for assistants, where the attendance exceeded a certain number. Assistance to be selected as the teacher can best get it, from the supply to be obtained in his district. Let him show the work done, and provide his own means for performing it, and be paid without restriction as to his assistants.

4.—St. Enoch's Sessional School.

The largest sessional school in Glasgow is in St. Enoch's parish. The numbers in attendance are above 1200. The school is the only one in

the parish. The head-master is responsible for all departments, and in making his arrangements is left entirely to his own will. Besides himself there are seven assistant-masters, one mistress, twelve pupil-teachers, and some monitors. There are four departments—infant, juvenile, senior, and supplemental. The infant department is composed of children between five and eight, and the name is apt to mislead those who are accustomed to infant schools in England, where the children are sent to school at a very tender age, rather to be kept tidy and out of mischief than with any prospect of educational results. The usage not only does not prevail in Glasgow, but with scarcely any exaggeration it may be said to be unknown, and wherever infant school is used by us it means the youngest department of an ordinary school. The fees are 3d. a week in the infant department, 4d., 5d., and 6d. in the juvenile and senior, and in the supplementary school many of the children are taught free. The fees are paid quarterly, and the children, except in the last-named department, belong to every class of the independent working people, and of shopkeepers and others who represent the middle class here and on the south side of the river.

In the infant department, both pupil-teachers and monitors were employed, and the subdivision of classes was well ordered from those learning their letters up to those who were reading simple narratives in prose and verse. The whole department was under a female teacher, responsible to the head-master for the order and progress and right discipline of the children. The female teacher had under her four or five pupil-teachers, and as many monitors as she required. In this department there were in all 300 children. These were divided into classes. The youngest (about eighty in all) were under the charge of two pupil-teachers, one in her second, one in her fifth year of apprenticeship. The pupil-teachers read aloud for us passages both in prose and verse with perhaps too much expression and effort; but on the whole pleasingly and with effect. They had their charges in two groups. The younger and less advanced could read words of one syllable, and short sentences made up of such words. The higher could read words of two syllables, and somewhat longer sentences. Their spelling was surprisingly good. They could also write figures very neatly on slates. In another room was a boy monitor with a large class somewhat more advanced. He read clause by clause a simple narrative from an elementary book, and the children repeated the clause after him. The result of this no doubt was a certain monotony of voice, manner, and expression. The children read remarkably well, however, and were in excellent order. No child was without a book, which was held somewhat higher than the level of the face. This gave an appearance, and perhaps a reality of order, and prevented wandering eyes and hands. They sat on forms, rising by tiers one above another. The boy monitor was very important and impressed with the gravity of his duties. He stood in front of his class. The reading, writing on slates, and spelling were all excellent. In a third room, under the charge of the mistress herself, with two pupil-teachers, there was a division in a higher stage of advancement. Their examination was as satisfactory as that of the others had been. Perhaps the most noticeable feature here and in the whole school was the skilful gradation of classes.

The juvenile department was composed of children between eight and twelve. The numbers here were above 300. An assistant-master was its responsible head. He had a staff of five pupil-teachers and a supply of monitors. There were but two rooms for the whole number, one very large, and capable of subdivision by a curtain, the other of a moderate size,

The accommodation was consequently insufficient. The classes were well taught, but the large numbers together made a noisy style of reading and teaching almost unavoidable. In order to examine the classes it was necessary to stop the work of all except one. In only one branch was there any weakness, namely, in notation. The senior department was divided into eight classes; of these we examined the two highest and the lowest. In dictation there was set to the highest class four lines: 'The 'curfew tolls the knell of parting day,' etc., and a sentence of prose taken at random from one of the schoolbooks: 'The boudoir usurped the 'functions of the cabinet; grave secrets of state were revealed, and 'weighty strokes of policy discussed, beneath silken curtains, amidst guitars 'and flowers of tambour-work.' There was also set a sum in proportion. 'In what time will eight masons build a wall 184 feet long, working ten 'hours a day, if twelve masons build a wall ninety feet long in six days, 'working nine hours a day?' The class consisted of boys and girls working at separate forms, but in the same class. The writing throughout was very good. The sum in proportion was rightly done by twenty-five out of forty. The spelling was correct in half of the number. Blunders were made by the rest, in the words 'guifar' and 'tambour' especially.

Similarly, the second highest class wrote to dictation: 'I perceived a 'donkey browsing in a field. Its neighbours were two horses, worn 'with years and fatigue. Munching the thistles complacently, it 'regarded neither the scenery above it, nor the precipitous crags 'below.' They worked also in practice, 'What is the value of six 'pieces of linen, each piece 14¾ yards in length, if one ell English cost '6s. 3d? In notation they tried to write down 4,053,901, 20,704, '600,099, 5,807,022.' The writing was very good. In practice most were right; but in notation eighteen out of fifty-seven only were correct. The eighth, or lowest class, was under a pupil-teacher. The boys and girls read and spelt well, and could do all the simple rules. Here, as in the other departments, there was great dexterity in mental arithmetic. It is a strong point, and has a good effect. Notation was weak, but in a few lessons this can be taught. The cause of the weakness is the invariable use of the black-board. In addition to these three departments there was also a supplemental or gratuitous department, forming indeed a separate school, but within the same walls. This is an unusual feature in sessional schools in Glasgow, if not indeed a solitary instance of the kind. Its name explains its character. It is attended by poor children, who either pay nothing, or a partial fee. Their attendance is very irregular, partly because there is in many cases no fee, and little value, it may be, is put on what costs nothing; but partly also because the parents are too needy to forego their children's wages when work is offered them. In and out of the school, the children here are separated from those paying fees, not from a wish, we were assured, to draw a social distinction, but from the necessity of the case. They attend irregularly, and leave school for any employment offered them. As tobacco-boys they earn sometimes 1s., 2s., or 3s., a week, at as early an age as seven, eight, or nine. Were the children all mixed up together, either the worse would spoil the better part, or would themselves learn little or nothing.

5.—Letter of Rev. Henry Thomson, on the State of Education among the Roman Catholics of Glasgow. Rev. H. Thomson.

St. Joseph's R. C. Schools, N. Woodside Road, Glasgow, *May 17th*, 1865.

H.M. Assistant-Commissioners on Education.

Gentlemen,—In reply to your inquiries about the state of education among our people (the R. C. body under our charge in this part of Glasgow), and of their dispositions to receive it, I may mention a few facts and circumstances that have come across my experience of them, that perhaps as well as anything else will give you the information you desire.

At the last census, the R. C. population of Glasgow, if I mistake not, was calculated to be 130,000.[1] The portion of it under our immediate charge, in the N.-W. quarter of the city, I reckon to be about 11,000. I take as my standard the proportion between birth and population, laid down by the Registrar-General of Edinburgh for manufacturing districts. The whole of this population in this district, with the exception of about a dozen families or so, is of the labouring class; a considerable part skilled mechanics and mill-workers; and the rest, and greater portion, simple labourers. With very rare exceptions, they are all Irish, either born in Ireland, or of Irish parents in this country, and almost entirely from the north of Ireland. The greater part of them, I believe, can read; but comparatively very few of them can write. Out of this body, what proportion are of an age to attend school (the day-school principally, of course) I do not pretend to define; but I should remark that a more than usual proportion of our people are unmarried young men, and women living in lodgings, their parents in Ireland, or elsewhere. The actual average attendance, however, at our day-schools, infants included, does not exceed 400. The average attendance at our girls' night-schools, winter and summer together, is about 150; from twenty to thirty young men attend the male night-school in the winter months, when alone it is held. The principal drawbacks against better attendance, are—1st, the poverty and circumstances of our people. By Act of Parliament, I believe, girls are not admissible to work in the cotton-mills before thirteen years of age; and, as far as I have occasion to observe, the law is generally acted upon—though I have known exceptions—mostly of girls big rather for their years; but in other public works, such as silk-mills, potteries, foundries, glass-works, paper-mills, match-works, etc., there does not appear to be any such restriction, and so, children are admitted to work very young in them. It is no uncommon thing to see children nine or ten years of age in many of these works. The father, perhaps, is not earning more than 12s. or 13s. a week, and he has a wife and four or five little children to support, and he has the chance of securing 2s. 6d. or 3s. a week more; though this is necessarily at the expense of his child's education. In some instances, not a few, I have seen children sent very early to work, where there was no such plea. In these cases it seemed to be either simply a desire to make the child support itself, and so be less a burden on the father, or because the child did not care for school, and was keen to go to work, and the child was simply allowed to have its own way. One common excuse alleged by our labouring people

[1] This estimate is much greater than that given in page 79 of the Report. The smaller estimate is, however, probably nearer the truth, and cannot, at all events, be challenged on the score of exaggeration.

Rev. H. Thomson.

for keeping their children away from school is the want of decent clothing; they will not send them to school, unless they can send them as well clad as their neighbours. I believe, however, that in very many instances, the excuse is vain, or at least might be easily remedied, if the parents were really anxious about the schooling of their children. We have no clothing societies among us, at least in this quarter of the city, and there is little encouragement to establish any, as in most cases the clothing would go to the pawn on the first emergency. There can be no doubt that a great deal of the poverty in which so many of our labouring poor are sunk, arises from their own improvidence, and especially intemperance. Comparatively few of them ever think of saving against an evil day; their earnings are nearly all, as a rule, forestalled by the credit system —almost universal here—so that when a temporary cessation of work occurs, there is no readier way of supplying the wants of the house than the pawn; and, of course, there is a struggle after that for some months following to redeem what has been pledged; and in the meanwhile the children are in rags, and the parents cannot afford the school fees, and on that plea are kept at home. Of course, this cause, viz., the poverty of our people, operates more particularly in the winter months, when the children are thinly clad and barefooted.

Another cause of the backward condition of our children in education is, I fear, the ignorance or indifference of the parents. Many of them are unable to read (and I must say I have frequently heard individuals of this class regret it), more certainly do not regard it as a disgrace, or serious defect, if their children are not able to read. Many, indeed, seem very anxious that their children should learn at least to read; but are impatient if this be not accomplished in the space of a year or two; so that, by the time they are nine or ten years of age, their children should be perfect readers, and fit to go to work. Sometimes, in consequence, they take their children away altogether, not always to send them to work, but to keep them at home, because they think they are wasting their money when they are not learning as fast as they would wish. Sometimes they transfer them from one school to another, in the end to be disgusted with them all. On the whole, I must say that comparatively only a small number of our labouring class seem to have any spirit or emulation in them to give their children a good education, according to their means and station in life, or even to give them the chance of a fair grounding in the elements, such as reading and writing. The number of children who remain at school steadily throughout the year, is but a fraction of those who make a beginning, and remain but a week or two, or who come occasionally during the twelvemonth. If we were to enter the names of every child that comes to school, whether it remain any time or not, the ordinary class-rolls would be quite inadequate. I cannot say whether this is worse in the day-school or night-school. As to the question whether this indifference is diminishing or not, I could scarcely pronounce decidedly, as I am not more than six years among them; but I incline rather to think that it is not.

Arising from this ill-appreciation of the value and importance of education, there are sundry very frequent excuses, such as a child being kept at home to go messages; 'to mind the baby;' to take the father's breakfast or dinner, etc. Great numbers stay away on such pleas as these; and in many, I may say in most cases, I am satisfied that if the parents were really concerned about the education of their children, they would contrive in some way or other to have these little services done without sacrificing their children's schooling. I may mention, in conclusion, that

not being able to pay the school fees, though often alleged as an excuse for non-attendance, is no real hindrance, as it is generally known and understood, that if not able to pay, no fee will be expected. Large numbers of the children pay nothing. Our school fees from boys and girls, day-school and night-school, do not exceed £80 a year; and our schools cost us nearly three times that sum.—I remain, yours respectfully,

H. THOMSON.

Rev. H. Thomson.

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